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ABSTRACT

Background information and suggested activities or classroom strategies on sex equity are presented for use by teachers in various settings. Suggested applications include use by vocational or academic teachers, counselors, and teacher educators with students, parents, and advisory or community groups. Adaptation to a district plan or staff development inservice training are also suggested. ("Pioneering" is defined as entering fields previously identified with the other sex.) Chapter titles and selected sub-topics are Twentieth Century Pioneers (What is Sex Equity?, Overcoming Barriers); The Teacher's Role in Sex Equity; Sex Bias in Well-Intended Behavior; Sex Bias in Language; Sex Bias in Instructional Materials; The Changing Work Force and Family; A Quiz; Family Structure and Values; Discussions and Projects; Case Studies; A Teaching and Discussion Technique; Encouraging Enrollment of Pioneering Students; Successful Pioneering (Culture Shock on the Job, Expanded Courtesy and Humor); Reaching the Community (Seeking Parental Support, Supporting Pioneer Graduates); and Development Your Personal Plan (Identifying Opportunities to Build Trust, Measuring Success). (MEK)

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Pioneering Programs in Sex Equity: A Teacher's Guide

Amanda J. Smith and Charlotte J. Farr s

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PLUMBER SALESPERSON
PAPER CARRIER FARMER
COSMETOLOGIST POET
COMPUTER OPERATOR CARPENTER
FLORIST HOMEMAKER
BAT HANDLER SECRETARY
BALLET DANCER NURSE
PRINTER FIRE FIGHTER
CHAIRPERSON PILOT
DESIGNER
BAKER CONSTRUCTION
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Amanda J. Smith and Charlotte J. Farris

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From 1974 to 1976 she directed North Carolina's New Pioneers program to expand sex roles in vocational education. From 1976 to 1978 she was director of the Division of Equal Education in that state's Department of Public Instruction, extending the New Pioneers model throughout the public education system.

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INTRODUCTION

Although legislation has outlawed overt discrimination in vocational education, nontraditional enrollments are slow to grow in numbers. Sex equity activities—whether lengthy and structured or occasional and informal—can help to encourage students who are interested in training and work in fields not usually chosen by their sex.

This book can be used as a guide to those activities by a wide range of educators who can play an important part in the move to sex equity. Whether you have pioneering students, traditional students, mixed or single-sex classes, these exercises can be adapted for you. All students need to prepare for our changing society whether or not they themselves are pioneers. It is hoped that the classroom strategies and cooperative efforts in this book will be of value to vocational and academic teachers, prevocational teachers, counselors and teacher educators.

Each section contains background information and suggested activities. Depending on your field, you may use it for general background or with students, parents, advisory or community groups. Most ideas can be adapted easily to a district plan of action or staff development in-service training.

We hope you will read all the sections for background information, even if you do not plan to teach the material formally in class. Many of these topics come up informally and a casual remark from a respected person often has much impact.

Each reader can use this book differently and move beyond it to develop independent ideas. Some will have the time and resources to make sex equity a special project. For most of us it is effective to focus on opportunities that already exist in our daily lives.

As you go through a daily routine, note which lessons and activities in this book could work for you. Be aware of your daily professional, family and community life, identifying other opportunities for expanding the horizons of those around you. Then come back to this book to use it alone or with a group of colleagues to tailor your own plan to your own circumstances.

Part I
TWENTIETH CENTURY PIONEERS

Today's vocational education teachers are preparing *twentieth century pioneers*—students and workers entering fields previously identified with the other sex. This is a good phrase to use to describe these ground-breakers because students identify more positively with the idea of pioneering than with being part of a "nontraditional enrollment." The term honors the spirit and courage of the woman who is glad to be a welder, the man who is proud to be a stenographer and the couples who share homemaking and parenting. They are opening new territory for all of us.

WHAT IS SEX EQUITY?

Sex equity is freedom from favoritism based on sex. It is equal treatment that frees men and women to expand and develop according to their needs. It fosters mutual trust as persons of both sexes are unrestricted in their roles.

A sex equity program is a deliberate effort to build partnership skills, to enhance men's and women's abilities to work together productively and to build stable, satisfying family relationships. Sex equity programs can expand role expectations and family options. Such programs seek to eliminate sex bias, sex stereotyping and sex discrimination.

Sex bias shows itself in behavior based on the idea that one sex is better than another. Sex stereotyping, according to current thinking, is attributing behaviors, abilities, interests, values and roles to people because of their sex. Sex discrimination is action that limits people or denies them something because of their sex.

WHY SEX EQUITY?

Because our most marked stereotypes have been in the assignment of work and family roles, it is appropriate for vocational educators to take the lead in sex equity. It is important for males and females to see themselves in expanded work and family roles, as equals in the home, school and vocational worlds. Expanding students' horizons so they feel free to enter fields previously limited to one sex is the concern of every educator.

For most people sex equity is a valid concern. Their awareness has been heightened by changing economic and sociological patterns, by a growing understanding of what it means to be human and by the need for a new approach to old problems. Legislation has been passed in response to pressing economic and social needs for women's employment outside the home. (See appendix.) Beyond this necessity to comply with the law, sex equity offers the hope of expanded personal development for women and men and a new approach to many of the most urgent items on educators' agendas.

For many reasons, which we'll explore, equity between the sexes is inevitable.

Facing Facts: Economic Statistics

- Only two out of five jobs currently available in the United States pay well enough for one person to support a family. (Porter, S., 1976).
- Nine out of 10 women now graduating from high school will

work for a substantial period of their lives. The average working life for married women living with their husbands is 25 years. (Farris, C.J., 1978).

- Thirty-seven percent of the women with preschool children are employed outside their homes (Farris).
- Women workers, on the average, earn less than *60 percent* of what men earn (Farris).

Facing Facts: Family Statistics

- From 1970 to 1976 there was a 33 percent increase in the number of families headed by women (Farris).
- Three out of four teen-age marriages end in divorce; three out of 10 of all marriages end this way (Farris).
- Married couples with no children in the home make up 30.5 percent of American households ("Who Is the Real Family?" 1978).
- Single persons total 20.6 percent of the country's households. Almost one-third of those single are women over 65 ("Who Is the Real Family?).
- Over half of all two-parent families have both parents as wage earners ("Who Is the Real Family?").

Statistics like these have helped to bring about an understanding of the fact that roles and temperaments may be independent of one's identity as a male or female. There is growing awareness that expanded roles for each sex can bring about enhanced personal and vocational development and even a more confident sex identity for both women and men.

A New Approach to Old Problems

Many educators are not concerned primarily with sex equity in itself. They are interested in how rigid sex roles may have contributed to other problems already of deep concern. These are problems for which sex equity may suggest some new approaches:

- Tendencies among some boys to avoid reading.
- A lack of interest among some girls in math, science or technical subjects.
- Discipline and authority problems among adolescent males.
- Early, sometimes deliberate, pregnancy in adolescent girls seeking an identity.
- Loss of talent or poor quality work when persons of either sex avoid or are channeled away from work in which they might be successful.
- Depression in women or men who dislike their work.
- Heart attacks and ulcers in those facing excessive work pressure, one of the reasons American men die seven years younger than American women (Farris).
- Marital problems caused by a clash between stereotyped expectations and the demands of today's society.
- Family violence.

SETTING GOALS

Somewhere between the disturbing problems listed above and the daily task of teaching males about wire whisks or females about monkey wrenches, we need goals that can help us shape our program.

- *Goal One:* To build habits and skills for trust and partnership between the sexes. Many people reared with conventional stereotypes have little experience working with the other sex. Some have grown up with suspicion. How often have we heard the statement, "I'll never understand men/women."?

We jokingly refer to the "battle of the sexes" but, in fact, it can cause real tension in the workplace and at home. Reducing the biases and distrust that keep us in stereotyped cubbyholes can do much to expand roles and help men and women work together.

- *Goal Two:* To expand students' perceptions and options in work roles, family roles and personal development.

Note that our second goal is not to eliminate sex bias. If we take every chance to expand students' perceptions, we will bypass automatically whatever we used to do (perhaps unconsciously) to restrict them. There is no need to focus on the negative.

Also, we have many activities which are not biased but which do offer fine opportunities to expand horizons. If we focus only on eliminating bias, we'll overlook these opportunities.

In addition, simply providing an "unbiased" classroom, even if it were possible, is too narrow a goal. Our students need strength and understanding to cope with the bias in the world at large and in themselves. Only an open and positive program will accomplish that.

OVERCOMING BARRIERS

Sex equity programs face a number of barriers. There is the resistance of people who see these activities as something "for women only." Others have legitimate questions about the values presented in sex equity programs or feel there are more important priorities. There is the always-present problem of finding time, money or materials and the need for strong administrative support. People will resist equity if they believe the program will be purely about discrimination or another "battle of the sexes."

Differentiate Between Bias and Discrimination

We must distinguish between sex discrimination and sex bias. Sex discrimination can be defined roughly as illegal behavior that denies someone's rights or limits his or her opportunities. A program that focuses only on legal compliance will produce defensiveness and resentment because few people consciously discriminate and many resent the government telling them what to do in their classroom.

Bias is the underlying network of assumptions we all grew up with. It's the belief that women and men are and should be different, not only physically, but in personalities, abilities and occupations. Most biased behavior is not damaging if it happens only once. It matters when it forms a pattern that carries a message that shapes an individual. All of us are biased because we all grew up in the same system. Even professionals in the field of sex equity catch themselves with biased attitudes frequently.

Understanding bias can be fascinating. As educators, it can give us remarkable insight into how we unconsciously shape our students, ourselves and each other.

Keep a Balanced Program: Include Men

Most people assume that sex equity activity is a "woman's program." They resist the idea of an all-women's program out of the intuitive feeling that men have "had it tough" also or because of the sexist belief that an all-women's program can't be important. Women have been reared with the culturally ingrained habit of "doing for others" and may think that to support a program that helps themselves is selfish. Some people resist because they think a program "for women only" is unfair.

Perhaps the simplest argument against these excuses is that if men and women are going to go on sharing this world, we can't expand the lives of one sex without affecting the other also. The old system restricted all of us; the expanded one will benefit all of us.

Keeping the program balanced by including men will be difficult. Emphasis has been placed on the gains that women will derive from legislation for the good reason that *discrimination* has limited women's opportunities more than men's. But *bias* hurts men and women equally. Men also have paid a high psychological price for bias.

Therefore, we need to seek the few materials available on men's roles and practice providing a balanced perspective about both sexes. We must give everyone opportunities to think about what is restrictive or difficult in being male under the old stereotypes and urge men and boys to talk about their lives.

A Truce in the "Battle"

Be very serious about ending "the battle of the sexes." Don't ever give in to joking anti-male or anti-female remarks. Use the remarks to make a point or pointedly ignore them. Equal put-downs don't equal equity!

Legitimate Values Questions

A superficial program limited to "more girls in carpentry, more boys in sewing" is likely to run into a wall of values questions: "If women go to work, won't that ruin the children?" "Just what do you mean by feminine and masculine?" Such questions may be disguised as emotional reactions to unfamiliar situations: "You're not going to catch me in an apron."

Underlying these questions is a very responsible concern that a departure from traditional stereotypes may be destructive. Blind acceptance of any program that apparently contradicts long-held beliefs would be deeply irresponsible.

To overcome this barrier, don't try to "keep it simple" with a superficial answer. Remember that *understanding* comes before action. We must recognize that values questions are not a barrier to the program. They are the program. They must be addressed directly and that takes time.

Both young people and adults need a chance to ask questions—to ponder and discover for themselves a great paradox. Quite simply, the questions about sex equity that cause the most concern are often the very ones to which sex equity offers some answers.

For example, a frequent concern is that expanding sex roles will eradicate romance or destroy the family. This fear may be replaced by an understanding that equality between partners actually can provide a stronger basis for a permanent loving relationship than traditional stereotypes ever did.

A values question of great concern to teenagers is sex identity, since a successful self-image as male or female is of paramount importance to an adolescent. If teenagers feel you are threatening their newly formed identities, you will be met with flaring hostility seldom seen in adults. Conversely, if you can help adolescents realize that their femininity and masculinity are inherent in themselves, rather than something to be earned or proven, they will be most receptive.

No Room for a New Priority

Many people support equity for all people but they simply feel that other concerns are more pressing. Therefore, it is important to avoid presenting sex equity as "a new problem." It is better to relate it to problems people already are trying to solve.

No Time, Money or Materials

This is always the educator's problem. We will need administrative support for in-depth in-service opportunities, to be followed by organized curriculum expansion. However, there also are many opportunities that do not take extra time. We need to redirect what we are doing already. There are a number of possible solutions to the lack of money and materials:

- Special funding from state or local sex equity offices (Look at Title II, Vocational Education, of the 1976 Education Amendments; Title IV of the 1964 Civil Rights Act and at the Women's Educational Equity Act of the 1974 Education Amendments.)
- Sources suggested by local and state Title IX coordinators
- Resources available from the Department of Education's regional sex desegregation assistance centers
- Regular sources (Every school will spend some money each year for staff development, new materials and so forth. Use your influence to have these resources directed to sex equity.)
- Materials available from the Education Development Center, Women's Educational Equity Act Dissemination Center, 55 Chapel St., Newton, Mass., 02160 (800-225-3088)
- Sex fairness resources (VED 8), compiled by the National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, Ohio, 43210
- Daily opportunities that don't take extra resources, such as teacher-made tests, student projects, field trips, a bulletin board or other things you were going to do anyway

Administrative Support

Many administrators have poured resources into sex equity: money, backing for comprehensive in-service programs and planning time for curriculum expansion. But it may be especially hard for some administrators to see why sex equity should be a priority.

Administrators may suffer more heavily than any other group from an overload of problems, with few energy reserves left for another one. They may have had an overdose of "compliance" requirements, which never really demonstrated why sex equity matters.

Administrative support can be encouraged through special substantive workshops for administrators, informal conversations, anecdotes, formal office meetings and support from interested parents. Any of these communications systems can emphasize how sex equity can contribute to sound basic education and is, therefore, a reasonable use of resources.

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Farris, C.J. *Expanding Adolescent Role Expectations: Information, Resources, Activities for Vocational Educators.* Cornell University College of Human Ecology, 1978.

Porter, S. The Working Woman as Natural Phenomenon, *Raleigh News and Observer,* November 29, 1976.

Who Is the *Real* Family? *Ms.*, August 1978, p. 43.

Part II
THE TEACHER'S ROLE IN SEX EQUITY

As a vocational teacher, you play an important role in the lives of your students. In addition to teaching a salable skill, you have two advantages as an influential adult. You are likely to have more hours with each student than academic classroom teachers do. And the practicality of your subject gives you an immediate credibility.

Prevocational teachers and counselors include occupational exploration teachers, career education teachers, regular classroom teachers and those who are responsible for preregistration orientation programs and career days. Your special importance comes from your influence on students in their first decisions—whether to consider vocational programs and, if so, which ones.

Academic teachers will find that many of these exercises adapt easily to social studies, language arts, math, science or extracurricular activities often sponsored by academic teachers. You provide the basic skills and may have more flexibility than vocational teachers in choosing classroom activities. Your partnership with vocational teachers in promoting equity can provide an important reinforcement to your efforts to develop pioneers among your students.

Vocational teachers who have pioneering or traditional students and mixed or single-sex classes can adapt these exercises for their use. You can take the initiative in reaching out to other staff members in your schools. Even if the sex equity program in your school is vocationally funded, you don't have to stop there. Take time to contact the other teachers who influence your students. If you share cafeteria or lounge facilities, informal conversation can be a good way to get started. Or ask to make a presentation at a faculty or staff meeting, encouraging volunteers to work with you.

Share this book with other teachers. Find out whether in-service programs can be a joint effort and urge academic teachers to take part. Suggest cooperative projects, such as writing or research topics to be explored, polls that could be conducted, special issues of school newspapers, assembly programs or tours of vocational facilities for students and teachers.

DO TEACHERS MAKE A DIFFERENCE?

As vocational educators, many of us become discouraged at times about whether we really do influence our students. Working with large numbers of students who are experiencing the difficult and stressful years between childhood and adulthood, we may think that the possibility of touching and influencing their lives seems minimal. To help determine whether or not teachers do influence their students, try the following activity.

Take a minute to think back to one of the most memorable experiences you had in school during your adolescent years. Think about the situation, where it happened, who was involved and how you felt during and after the experience. Was it a positive or negative experience? Was a teacher involved? How did you feel about yourself because of the experience?

When asked to draw on their memories, the majority of adults remember a negative experience that involved a teacher and caused them to feel less competent and worthwhile as an individual. When positive experiences are

remembered, they relate to feelings of competence and worth.

You might try the above activity with your own students. Ask them to tell about one of their most memorable experiences in junior high or elementary school years. See how many remember negative experiences and how many remember positive ones, if a teacher or teachers were involved and how the students felt about themselves.

This activity helps to demonstrate that teachers can make long, lasting impressions on their students. Unfortunately, it also points out that teachers all too frequently cause students to have feelings of low self-esteem.

Now try a different activity to determine if and how teachers do influence students in positive ways. Think back to your junior and senior high school years. Was there a teacher who made you feel good about yourself? Made you feel as if you could do better work? Helped you have pride in your work? Perhaps it was a teacher who influenced your decision to teach or the subject you selected for teaching.

Generally, most teachers will respond affirmatively to these questions. You might ask some other teachers these questions to find out how they respond. Also ask them if they ever told the teacher that he or she had influenced their lives. Most of us have not. Many times we don't realize the difference a teacher makes in our lives until years later. Even when young people do realize the positive ways a teacher is influencing them, they may have difficulty expressing it to the teacher.

You may be wondering if you as an individual teacher need this book. The checklists on sex-fair and affirmative teaching behaviors will help you determine if your behavior is fair and if it restricts or expands a student's outlook.

Sex fair teaching behaviors, such as providing the same activities and projects for all students, help to reduce sex stereotyping.

CHECKLIST OF SEX-FAIR TEACHING BEHAVIORS

Do you:	Yes	No
1. Provide the same course content for students of both sexes?	___	___
2. Provide the same learning activities and projects for students, rather than different ones on the basis of sex (more labs for boys, more seat work for girls)?	___	___
3. Set the same standards of behavior for all students in your classroom (i.e., paying attention, being quiet, talking to others)?	___	___
4. Apply the same standards for use of tools and equipment to all students?	___	___
5. Encourage all students to be considerate and courteous to others, rather than boys being "chivalrous" and girls "ladylike"?	___	___
6. Apply the same standards and administer the same reprimands or disciplinary actions to students for misbehavior?	___	___
7. Avoid comparing boys with girls or girls with boys in respect to classroom behavior, attitudes and accomplishments? ("The girls in this class are setting an excellent example.")	___	___
8. Use gender-free terms and occupational titles such as "human" and "salesclerk" instead of "mankind" and "saleslady"?	___	___
9. Avoid stereotyped phrases such as "boys will be boys" and "girls should act ladylike"?	___	___
10. Give equal attention to students of both sexes, rather than more support for girls, criticism for boys and so forth?	___	___
11. Establish the same dress code for all students (All students wear coveralls, and so forth)?	___	___
12. Establish and apply the same grading system to students of both sexes, not making allowances for one sex to be less capable and, therefore, have work graded differently?	___	___

Source: Adapted from Project MOVE materials, State University of New York College of Technology, Utica, N.Y.

If you answered *yes* to all of these questions, you probably are not reinforcing the sex stereotyped expectations and interests of your students. Or you may have classes of all one sex!

CHECKLIST OF AFFIRMATIVE TEACHING BEHAVIORS

Do you:	Yes	No
1. Incorporate the topic of sex discrimination, stereotyping and bias into regular course content and discussions?	___	___
2. Provide information to students about expanding occupational and/or family activities for both sexes in areas that traditionally have been considered appropriate for one sex?	___	___
3. Assist both boys and girls in recognizing that it is very likely their adult roles will include work, parenting and homemaking?	___	___
4. Involve students in identifying examples of sex discrimination, stereotyping and bias in textbooks, curriculum materials, media, trade journals, job descriptions and application forms?	___	___
5. Help students identify sex discrimination and stereotyping in their educational and personal lives?	___	___
6. Invite students to encourage members of the other sex to consider taking nontraditional courses?	___	___
7. Request anonymous student evaluations concerning any sex discrimination, stereotyping or bias they may feel exists in your classroom?	___	___
8. Encourage students to correct you if you "slip" and use sex-specific terms or sexist generalizations, such as telling a girl she did a man-sized job?	___	___

Source: Adapted from Project MOVE materials, State University of New York College of Technology, Utica, N.Y.

If you answered *yes* to these questions, your students already are getting an expanded view of the world! Yes or no, we hope the following sections will give you some new resources. In making a commitment to sex equity, you can begin to build student awareness of the effects of sex bias in their daily lives. Included in this handbook are suggestions for introducing students to the need for sex equity by exploring how all of us are exposed to sex bias in behavior, language and instructional materials.

Part III
SEX BIAS IN WELL-INTENDED BEHAVIOR

How can we begin our sex equity activities in the classroom? At the end of this booklet you'll have a chance to develop your own plan for integrating sex equity activities into the curriculum. A logical starting point for building awareness is to orient students to the many forms of bias based on sex. This understanding will help pioneering and traditional students prepare for the work places and the family structures of the future.

Despite our best intentions, all of us have biased attitudes based on sex and show them unconsciously through our well-intended actions. Some biased behavior is both deliberate and unkind but it is fairly easy to spot so it needs less discussion. Students can increase their awareness of the less obvious kinds of biased behavior through classroom discussion activities that are an appropriate beginning for a sex equity program.

Finding the Hidden Meanings

This is a fast, effective way to show what you really mean by bias and how it is different from discrimination. The exercise can be done in a large group with the leader recording on the chalkboard or in the small group format described here. Large groups may be simpler to handle, while small groups increase participation. As described, the exercise takes 60 to 90 minutes but it can be adapted to the time frame that suits your situation.

Ask your class: *How do we treat boys and girls differently? How do we expect them to behave differently?*

They may give these examples: Boys play with tractors; girls play with dolls. Girls don't fight; boys don't cry. We ask boys to move furniture and girls to water plants. We expect girls home earlier than boys.

There are no limits. They can identify behavior from home, school, sports, the community, TV, movies or anywhere else. They should consider childhood patterns, as well as those they are experiencing now, because early patterns influence later decisions.

Be sure the class understands you are talking about ways girls and boys are treated differently, not general unfairness. Otherwise, you may get a list of grievances that have nothing to do with sex roles.

Brainstorming to Gather Data

When you are sure they understand the kind of behavior you are focusing on, divide the class into groups of four or five students. Explain the concept of brainstorming, in which everyone in the group throws out ideas fast with no discussion and no objections. Have each group pick a recorder.

Tell students they will have exactly seven minutes to produce the longest possible list of items (you are looking for quantity not quality) and that the group with the longest list will receive a standing ovation from the rest of the class. Items can be important or trivial, anything that shows how we treat females and males differently.

Tell recorders to number items as they go so you won't have to wait while they count. Start them with "On your mark . . ." Then, move among the groups cheering them on: "Write fast!" "I see a group with five items!"

"Two more minutes!" "One more minute!"

The appeal of competition is that many people find it fun and it is a good way to keep them generating new ideas, rather than stopping to discuss the first thing they suggest. (In some classes such pressure may be inappropriate and the teacher may prefer a more low-keyed approach.) Call "Stop!" at the end of seven minutes and have each group call out its total number of items. Move quickly, award the standing ovation with spirit and go on to discussion.

Discussion Questions

The key to this exercise lies in helping students understand how apparently trivial behavior can shape attitudes and even can change reality. Examples: How could the belief that "girls play with dolls, boys play with tractors" affect adults' family attitudes and vocational choices? How could traditions that prevent girls from lifting heavy equipment because they are "fragile" also prevent their developing strength and so tend to be self-fulfilling?

What might be the vocational impact of giving boys more freedom about where they go and how late they stay out at night? Could girls' social restrictions influence their thinking about the kind of work they can do? How might it change girls' self-concepts if they were taught to defend themselves?

Steps in Discussion

1. Go around the room and have each recorder choose one item on the group's list to read aloud.
2. Find the family, personal or vocational message hidden in each biased behavior or expectation mentioned. At first you will have to do this, but encourage students to "interpret" as soon as they catch on. Does the message simply make us believe a stereotype or could it actually make the stereotype come true?
3. Let students consider which stereotypes have had an impact on them personally. Remind them that no stereotype is true of everyone and no person fits a stereotype perfectly. Let them think about which attitudes they may have which could cause them to restrict their own or other people's options. Let them consider also which biases they do not have—an area for congratulations! For example: A girl may feel perfectly free to do barn or yard work herself but still be surprised when a boy wants to babysit.
4. Have students consider how they might respond when the biased behavior is directed toward them. They can consider alternatives that might range from thinking, "I won't let it bother me; this person means well." to taking some action to counteract the bias, to open discussion of the issue, to an angry confrontation. Role play works well here.
5. If appropriate, students may consider how they could rear children in an unbiased way.
6. If only a few items get discussed or if the class has not caught on to the kind of behaviors being identified and how they have an impact on people's thinking, collect all the lists and choose items from them to be discussed the next day. You also may want to compile the entire list or have students do it as a resource for your class or as a bulletin board exhibit.

Vocational stereotypes are eliminated when students dismiss the notion that "girls are secretaries, boys are carpenters" as they make occupational choices.

Principles to Keep in Mind

Unlike discrimination, most biased behaviors don't matter much if they happen only once. But if they form a pattern, they matter.

Opposite behaviors can be symptoms of the same bias. For example, if two students get in a fight, one teacher may punish the boy harshly. ("It's the only thing they understand.") The girl may get off lightly. ("They won't do it again.") Another teacher might be lenient with males ("Boys will be boys.") and "throw the book" at females for being unladylike. But both teachers are accepting the stereotype that boys are expected to be violent and girls are expected to be gentle.

Most biased behaviors will fall into one or more general categories. Discussion should focus on how each of the following stereotyped approaches will influence the way people will get along on the job and in family relationships:

Temperamental stereotypes—Boys don't cry. Girls don't fight. Girls are afraid of snakes. Boys are afraid of being called "sissy."

Physical stereotypes—Girls should be protected. Boys should be strong. Boys are clumsy. Girls can do delicate work.

Parental stereotypes—"Mother will kiss it and make it well." "You wait until your father gets home."

Role or vocational stereotypes—Implied in choice of toys, games, places to play, as well as obvious "girls are secretaries; boys are mechanics" stereotypes.

There are some obvious results from such thinking. What follows are some of the negative consequences that can be produced:

Hostility—There is the open hostility of "No girls allowed!" and "You can't trust men." Any boys-against-the-girls game or classroom competition can be included here. There is the tacitly endorsed hostility of "Oh, honey, you don't want to play with those rough old boys anyway."

Separation—Even separate lines for the sexes in the lunchroom in elementary school may have discouraged students from developing relaxed friendships with the other sex.

Teasing—"Annie has a boyfriend!" or "Harry likes Brenda!" will break up a friendship in a hurry, which may make it hard later for adults to work together in a relaxed way.

Generalizations of superiority—"Girls are reliable" implies that boys are unreliable. "Boys are straightforward" implies that girls are sneaky. Both foster resentment.

(See Part X for a further discussion of the results of biased behavior.)

Source: Material in Parts III-V is adapted from the New Pioneers *Seminar Leaders Handbook*, published by the Women's Educational Equity Act Program Dissemination Center, Newton, Mass., 1980.

Part IV
SEX BIAS IN LANGUAGE

Does it matter if our language is biased? Can we use language to expand perceptions without losing its strength and poetry? Exploring these questions can continue your introductory sex equity activities.

Many people resist language change, considering it nitpicking and trivial. Certainly it matters more in some circumstances than others. A mature woman, secure in her identity as a female, may be little affected by being called "madam chairman" even though she personally might prefer "chairwoman."

However, language is important for the way it shapes young people's attitudes and influences decisions, just as unconscious behavior is important. And language provides many opportunities to expand perceptions. A statement that "the carpentry student at Western Vocational Center will find he or she is well-prepared to earn a good living" reassures an interested young woman that she will be welcome. It also reminds everyone that carpenters can be female.

The following exercise is for general use. In addition, you may want to consult the federal *Dictionary of Occupational Titles* for the official unbiased versions of job titles specific to your field.

Practice in Expanding Language

Divide the class into groups of two to four and pass out the list on "Stereotyped Language." Ask each group to decide if the item is sex biased and, if so, why. Ask them to write alternative phrases, expanded from narrow sex-biased language to include both genders. They should discuss why they are recommending changes, rather than just "translating" individually.

Remind them that people react strongly to language and that simply replacing "man" with "person" may come up with awkward results. They should keep trying out alternatives until they find expressions they would feel comfortable saying. If time is short, you may have each team begin the list at a different item, so that everything is covered for the discussion. The entire exercise can take 45 minutes to an hour. Groups can work on the language list from 5 to 15 minutes, depending upon whether they are considering the whole list or individual items.

STEREOTYPED LANGUAGE

1. Chairman
2. Congresswoman
3. Fireman
4. Stewardess
5. Everyone should turn in his report.
6. Man and his world
7. The pioneers headed west, taking their wives and children to unknown territory.
8. Poetess
9. Man-sized job

10. Housewife
11. Sissy
12. A crying child brings out the mothering instinct in a person.
13. I'll have my girl copy this for you.
14. Opposite sex
15. Dear Sir: (as a salutation in a letter)
16. John Jones and Miss Harriet Hopkins organized the fund drive.
17. Mrs. Ricardo Rodriquez
18. Henpecked
19. The lady electrician did a surprisingly good job.
20. Mr. McAllister runs the garage in partnership with his wife, a striking blonde who mans the pumps.

When the groups have finished rewriting the list, have them share their opinions about what needed changing and why and what alterations they came up with. Be sure students understand there are no right answers; there are many good choices. The importance of the exercise is to understand how language reflects cultural assumptions of the past and shapes our thinking. The following list offers some possible substitutes for the list of stereotyped language.

Expanding Language

1. *Chairman, chairwoman* or *chairperson* may be acceptable, depending on the circumstances. *Chairperson* should be used if the individual is unknown. ("We will elect a chairperson.") Look out for the pitfall of calling men "men" and women "persons": "Mister Chairman" but "Madam Chairperson." *Chairwoman* is a good word and using it can have the expansive result of reestablishing *woman* to mean competent adult, parallel to *man.*

2. *Congresswoman, Congressperson* or *Representative* can be considered in the same light.

3. *Firefighter* is an alternative to *fireman.* No one could bear "fireperson"! Also, the expanded word is often stronger and clearer. *Fighter* is more graphic and more specific than *man.* Other examples that easily could become a language exercise for students include: police *officer,* mail *carrier,* business *executive,* sales *clerk* and *supervisor* (instead of foreman).

4. Airlines have adopted the term *flight attendant* in recognition of the entry of males into this occupation.

5. *His* or *her* report? *Her* or *his* report? Don't always put *his* first. You could say *the* report, *a* report or *their* report. Or recast the sentence: "All reports are due . . ."

6. Instead of *man and his world,* one might use *humanity* or *people.* The traditional usage gives a one-sided view of history and society.

7. *Pioneer families* and *pioneer men and women* are better. (Let's not lump the women and children as objects along with the baggage!)

8. Use *poet.* Endings of -ess, -ette, -ix or -enne imply that the woman is smaller or a special case. Other examples are usherette and comedienne. Two usages, *actor* and *actress* and *waitress* and *waiter,* generally are accepted.

9. Try *big* job or *important* job. If the remark is being made to a girl, use "woman-sized job" to expand her recognition that women are competent adults. If the remark is being made to a boy praising his adult efforts, it may

be okay as is, especially if he also has heard you say "woman-sized job" to his sister.

10. *Homemaker* is better. Whether male or female, they aren't married to the house.

11. *Cowardly? Effeminate? Afraid of getting dirty?* Many biased words or phrases not only demean one sex, they also are unclear. The history of *sissy* is interesting. In times past, it was more customary than now to refer to people in terms of relationships and *sissy* was baby talk for *sister.* The short term for *brother* was *buddy.* Look at what has happened to those originally parallel terms. One is now a great insult; the other a great compliment.

12. *Parenting* should be used since the person could be a man or woman.

13. Say *secretary, assistant* or whatever she is. We have heard of rigorous events which "separate the men from the boys" but has anyone ever said "separate the women from the girls"? Our culture doesn't. It is "flattering" for a woman to be called a girl, implying it would somehow be better if she were 17 and cute than 47 and competent. *Girl* should be used for women only on those occasions when *boy* weould be used for *man* (going bowling with the boys/girls).

14. *Other sex* is better than *opposite sex* because the latter implies opposition rather than partnership.

15. *"Dear Sir or Madam"* is the old-fashioned correct term. It now is common to address a title or function: Dear Teacher, Colleague or Friend.

16. *John Jones and Harriet Hopkins* or *Mr. John Jones and Ms. Harriet Hopkins* could be used. Courtesy titles should have parallel usage. It now is accepted expanded language to use a woman's last name alone: "Hopkins took charge of the door-to-door canvass."

17. You can use *Ms. Maria Rodriquez, Mrs. Maria Rodriquez* or leave it as it stands, depending on her preference. Incorrect is *Ms.* Ricardo Rodriquez unless the woman's name is Ricardo. The objection to Mrs. Ricardo Rodriquez is that it implies that the woman's previous identity disappears when she marries. There is also the practical problem that Mrs. Ricardo Rodriquez may change her name next year. Some women are choosing to retain their family name when they marry, either hyphenated with their husband's name or standing alone.

18. *Pushed around? Dominated? Henpecked* carries an additional implication that it is much worse to be dominated by a women than by a man.

19. *"The electrician did a good job"* is sufficient. If for some reason it is essential to specify her sex, say *woman* electrician or *female* electrician. We wouldn't say "gentleman nurse."

20. Have fun with this one. Principles to look out for: *the partners should have equal power and comparable physical descriptions.* Is Mr. McAllister a gorgeous redhead with a hairy chest? And Ms. McAllister will have to do something else to those pumps!

Your students may come up with other words or phrases with which they've had trouble. If so, let them brainstorm on finding graceful and acceptable solutions.

As vocational pioneers enter fields not traditionally chosen by their sex, there will be more use of unbiased versions of job titles.

Part V
SEX BIAS IN INSTRUCTIONAL MATERIALS

Good instructional materials are necessary for teaching any subject. What can you do when you are trying to eliminate sex bias and stereotyping and have no back-up—or outright opposition—from your textbooks? If you have no other materials available, you can try some of the following activities, which also can get your sex equity program underway.

Have students bring to class one general textbook such as reading, social studies or math and one vocational text currently in use. Analyze the general textbook first, since the stereotypes are often predictable in vocational texts.

Analyzing Texts

Divide the class into groups of four or five. Assign each group one topic of the following activities:

1. Analyze the pictures. How many are of men? How many are of women? Check for active and passive behavior of women and men.
2. Analyze content. How many main characters are male and female? Do chapter headings and subheadings indicate either sex?
3. List all the things women are doing.
4. List all the things men are doing.

Everyone should keep an eye out for:

a. Any examples of hostility between sexes: boys saying they can't stand girls or girls saying they can't stand boys.

b. Any generalizations about either sex: "men are mechanically-minded, while women are more people-oriented."

c. What family patterns are portrayed.

Stereotyped or Expanded?

The amount of time actually spent analyzing books can vary from 10 minutes to as long as you like. Twenty minutes is good. After the books have been analyzed, have students share their findings. Are work and family patterns reflecting the reality of yesterday, today or tomorrow? If they find the book is predominantly female, it is "female biased." If a text is predominantly male, it is "male biased." If it is equal in treatment of the sexes, it is "balanced."

The roles of women and men will be either "stereotyped" or "expanded." Students also may want to discuss whether the author has made an effort to reduce racial bias and whether sex stereotypes also show up in the portrayal of minority people.

Unless a book contains overt hostility to women or men, it is not necessary to condemn it. It is enough to say, "This book has old-fashioned ideas about men and women. In other ways it is a good book. However, it is important that we all learn to recognize the stereotypes in this or any book, so that they don't influence our thinking without our realizing it."

You can apply the same method to a vocational text. In fields such as marketing and distributive education or business and office practices, look especially at working relationships. Do managers tend to be male? Clerks female? Shoppers female? In texts that show nearly all one sex, discuss the past and future reality.

TEACHING WITH BIASED BOOKS

When it is necessary to use a biased text, you can counteract its negative impact in a number of ways. Encourage students to keep analyzing the book as they read it and to identify and reword biased language. Used biased statements, pictures or language as a departure point for discussion. Be sure to let your students talk about how things really are and will be in the future. Have students compare different textbooks. Ask them to rate the books according to the most and least stereotyped.

Have students analyze trade journals and other materials ordinarily used in class. Ask them to edit materials that are heavily biased and stereotyped to eliminate such language. Balance basic texts with supplementary materials such as commercial materials, school-produced materials, clippings from newspapers, professional journals or industry recruitment brochures. Books or stories about pioneering workers are especially valuable and should be read by both sexes.

Provide pictures to be pasted inside the covers or to be made into dust jackets, if this is permissible. Have students draw or bring in new illustrations for their texts. Books that use many schematic cartoon figures lend themselves well to this. Let students draw on onion skin, then neatly paste their additions into the book with a thin strip of glue down the left edge of the paper. (Be sure you check to see that this is permitted.)

Overt hostility to women or men must never be allowed to pass unremarked. It does crop up occasionally, usually in the guise of humor. One anthropology textbook made a statement to the general effect that dogs were the second animal domesticated by man, if one accepted the premise that the first was woman. The book noted that some would maintain that woman still had not been domesticated. (Incidentally, this book had a 1975 copyright date.) If you find such material in any of your texts, it is appropriate for you to express anger.

Encourage students to express their opinion of biased books to other teachers, textbook selection committees, the state textbook commission and publishers. Overt hostility or blatant stereotyping might serve as impetus for a contest recognizing the student who writes the most eloquent letter of protest. Be sure to mail all the letters, not just the winners.

If you have the time and interest, you might want to offer a brief form for rating audiovisual resources, asking other teachers to indicate the amount and kind of sex stereotyping and bias they find in these materials. You can suggest how they might point it out and discuss this with their students.

It is effective to include a statement or label with sex stereotyped or biased materials, such as, "Warning: The sex stereotyping and bias in this material may cause you to limit your vocational choices and expectations."

When pointing out sex bias, however, don't belabor the point. After students have learned how to recognize bias, there is no need to harp on the subject constantly. Analyzing a new book when it is handed out or discussing overt bias when you or students come across it should be enough. And don't forget to make the most of the good books when you find them.

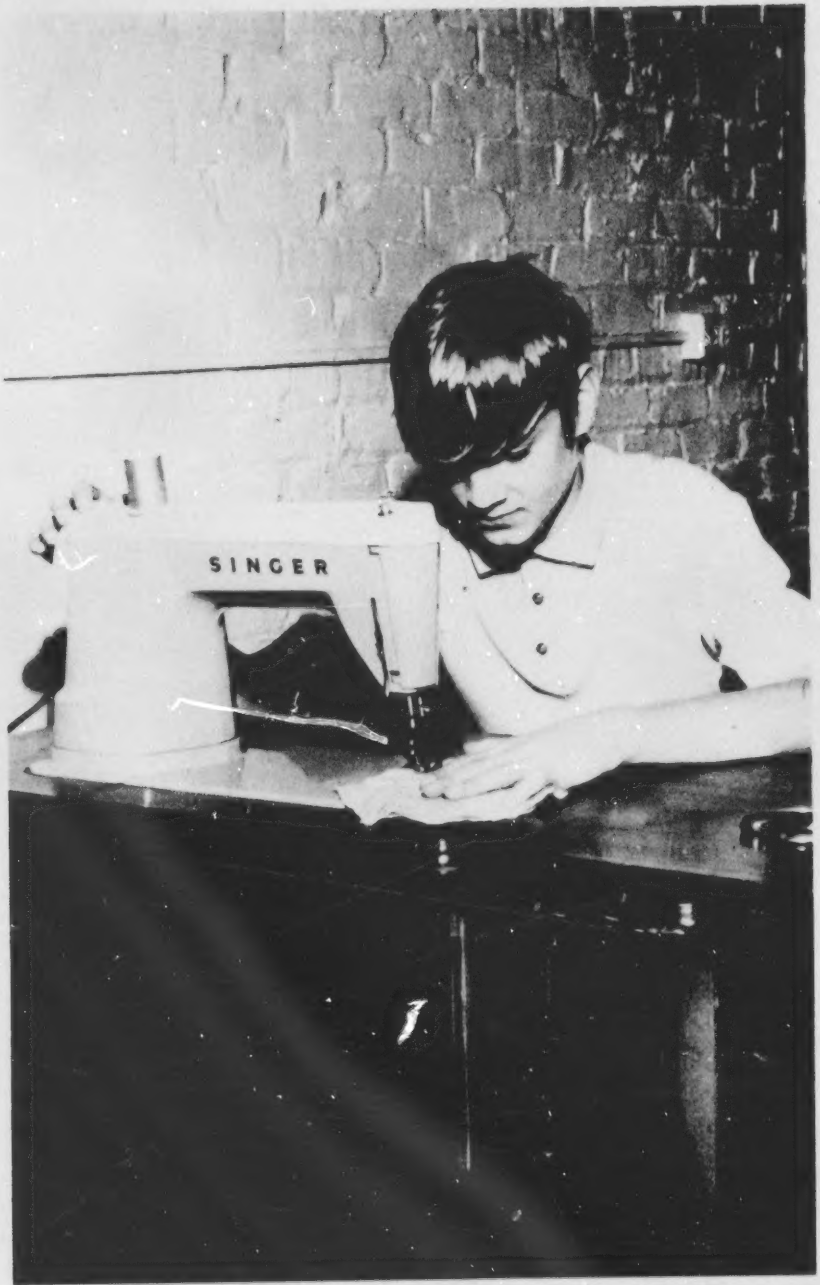
PART VI
THE CHANGING WORK FORCE AND THE FAMILY: A QUIZ

This quiz can be used as a way to arouse interest and motivate students. It may serve as a transition from introductory sessions on sex equity into the more substantive sessions or as a pretest or post-test for a sex equity unit. The quiz works because it's fast and factual, a hook for deeper discussion. It will expand student views of their potential family roles.

CHANGING WORK FORCE AND FAMILY QUIZ

Instructions: The following are either true or false statements about work, families and sex stereotyping. Circle the T for each one you believe is true and F if you believe the statement if false.

T F 1. A majority of women work because of economic need.
T F 2. Women have a much higher absentee rate from their jobs than men.
T F 3. Males tend to have more difficulty than females in expanding their roles beyond traditional expectations.
T F 4. The majority of families are supported solely by the father's income.
T F 5. The average female worker is slightly less educated than the average male worker.
T F 6. More young men than young women believe a woman's place is in the home.
T F 7. Today more than half of all women between 18 and 64 years of age are in the labor force.
T F 8. The single woman usually is employed for 40 or fewer years.
T F 9. The average age at which young people marry today has not changed considerably in the past 15 years.
T F 10. A majority of women who leave work to have children return to work.
T F 11. Women change jobs more often than men.
T F 12. From 1970 to 1976, there was a 33 percent increase in households maintained by women only.
T F 13. Most unemployed men do not have the education or the skills to qualify for many of the jobs held by women.
T F 14. The average number of people per household today is four.
T F 15. Employed women are offered fewer positions of responsibility than employed men.
T F 16. When wives work outside the home, their husbands spend significantly more time on household chores.
T F 17. The employment of mothers leads to juvenile delinquency among their young children.
T F 18. In 1976, one out of every five children under 18 years of age lived in one-parent families.
T F 19. Most men who have worked for women supervisors do not complain about working for a woman.
T F 20. The average female worker earns less than three-fifths of what the average male worker does, even when each works full time.



The reduction of sex role stereotyping frees both women and men from conforming to traditional roles.

ANSWERS TO CHANGING WORK FORCE AND FAMILY QUIZ

1. **T** Of the nearly 34 million women in the labor force in March 1973, nearly half were working because of pressing economic need. They were either single, widowed, divorced or separated or had husbands whose incomes were less than $3,000 a year. Another 4.7 million had husbands with incomes between $3,000 and $7,000. The Bureau of Labor Statistics estimate of the income necessary to maintain a low standard of living for an urban family of four in 1972 was $7,386.
2. **F** A Public Health Service study of work time lost by persons 17 years of age and over because of illness or injury shows an average of 5.6 days lost by women and 5.3 days lost by men during the 1967 calendar year. Significant differences were noted between men and women in the amount of time lost because of acute or chronic illness. Women lost an average of 3.7 workdays because of acute illness; men averaged just 3.3 days away from work for this reason. On the other hand, men were more likely than women to be absent because of chronic conditions such as heart trouble, arthritis, rheumatism and orthopedic impairment.
3. **T** Research indicates that the social-emotional development of both sexes is hindered by sex-role stereotyping. Though some believe that females are more apt to be limited by stereotyping, it would appear that males are more adversely affected in many ways. There is evidence of more pressure among males to conform to the masculine stereotype earlier in life than for females to conform to the feminine stereotype. It appears to be more difficult for males than females to unlearn stereotyped behaviors.
4. **F** A survey conducted in 1972 determined that the husband was the only wage earner in fewer than three of eight husband-wife families. In 49 percent of husband-wife families, both husband and wife were wage earners. Only 36 percent were supported solely by the husband's income.
5. **F** Between men and women workers, the gap in average (mean) years of schooling completed has been narrowing and has almost disappeared. By 1973 the corresponding means were 12.1 among women workers and 12.0 among men workers. A smaller proportion of women workers were in the lowest educational groups.
6. **T** Survey research indicates that more adolescent males than adolescent females believe homemaking and child rearing are the responsibilities of women and that "a woman's place is in the home."
7. **T** Fifty-four percent of all women 18 to 64 years of age are in the labor force. Statistics also indicate that more than 60 percent of all women between the ages of 20 and 24 are participating in the labor force. Up to the age of 55, at least 50 percent of all women are participating in the work force. The trend is for younger women to join the labor force at an earlier age.
8. **F** The expected work life of a woman is closely related to her marital status and the number of children she has. In the large group of women who enter the labor force by age 20, the relatively small number who don't marry have a work life expectancy of 45 years. This is about 10 years longer than for those women in the group who marry but have no children and about two to three years longer than for those who become widowed or divorced.

9. F The median age at which young people marry is changing, particularly among young women. By 1976, 72 percent of the 19-year-old women were single, compared to 60 percent in 1960. Among 20- to 24-year olds of both sexes, more than 62 percent of the males and 42 percent of the females were single in 1976, compared to 53 percent of the males and 28 percent of the females in 1960.
10. T In 1974, 54 percent of the 15.8 million mothers of children between the ages of 6 and 17 were in the work force. (This figure would have been higher if it included mothers who returned to the labor force after their children had grown up or passed the age of 18.)
11. F The work life pattern of women shows that many work for a few years after school, leave the labor force for marriage and, particularly, childbearing, and return to the labor force after their children are grown or reach school age. This would tend to increase their labor force turnover. Some studies have indicated that turnover rates for women are higher than those for men. However, it can be argued that comparison of the overall difference in women's and men's rates of labor force turnover fails to take into account the influence of a job's skill level, one's length of service with the employer and the level of pay for the job or occupation. Comparisons of the absenteeism and labor turnover rates of men and women need to be related to those of women and men in comparable jobs and circumstances if they are to be meaningful.
12. T There was a 33 percent increase in households maintained only by women from 1970 to 1976.
13. T If all married women stayed home and unemployed men were placed in their jobs, there would still be 17.3 million unfilled jobs. However, most unemployed men do not have the education or the skills to qualify for many of the skilled jobs held by working women, such as secretaries, teachers, nurses and clerical workers.
14. F In 1960, the average household had 3.3 people and in 1976, 2.9 people. This figure is expected to continue to decline because of a number of factors: delayed marriage, more economic independence among women, an increase in the widowed population and an increase in the number of houses shared by unrelated people.
15. T But when women are placed in positions of responsibility, they cope with job responsibilities in addition to personal or family responsibilities. In 1973, 4.7 million women held professional and technical jobs; another 1.6 million worked as nonfarm managers and administrators. Many others held supervisory jobs at all levels in offices and factories.
16. F A 1976 survey of families reported that even when employed, wives still assumed the major responsibility for household work. Although almost half of today's families have both husband and wife employed, time contributed by husbands and children to household work does not dramatically increase when the wife is employed. (Household work is defined broadly to include all home activities producing goods and services used by the family.) On the average, employed wives spend less time on household work than unemployed wives, but considerably more time than husbands. Both males and females continue in traditional roles, although more females than males are assuming additional roles.
17. F Studies show that many factors must be considered when seeking

the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor. These studies indicate that it is the quality of a mother's care, rather than the time consumed in such care, which is of major significance.

18. T In 1976, four out of five, or 80 percent of all children under 18, lived with two parents (at least one of whom was a natural parent) compared to 83 percent in 1960. The decline was greater among blacks, with fewer than half living with two parents in 1976. Of the 20 percent who did not live with two parents, most were living with their mothers.

19. T In one study where at least three-fourths of both the female and male respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers. In another survey in which 41 percent of the reporting firms indicated that they hired women executives, none rated their performance as unsatisfactory; 50 percent rated them adequate; 42 percent rated them the same as their predecessors, and eight percent rated them better than their predecessors.

20. T Women who worked full time had median weekly earnings of $124 in May, 1974. This was about 61 percent of the $204 reported for men. Between May 1967 and 1974, the median weekly earnings of women in current dollars increased by about 59 percent, from $78 to $124. However, when the effects of price changes were removed, the rise in weekly earnings was relatively low. The Consumer Price Index rose by about 46 percent between May 1967 and 1974. Therefore, when measured in dollars of constant 1967 purchasing power, median weekly earnings of women working full time increased by about 11 percent during the period. The gap between women's and men's earnings widened slightly between 1967 and 1974. In 1967 women's typical earnings were more than 62 percent of men's; in 1974 they were less than 61 percent.

Source: Farris, C.J. *Expanding Adolescent Role Expectations: Information, Resources, Activities for Vocational Educators.* Ithaca, N.Y.: Cornell University College of Human Ecology, 1978.

Using the Quiz

Some teacher-tested strategies for using the quiz include these:

- Give students one or more copies and ask them to survey other students, teachers and parents about what they think the correct answers are. (Sometimes the student pollsters record the names of the people who want to learn the correct answers.) This approach has led to a lot of publicity, special school bulletins, newspaper articles and materials for bulletin boards.
- Ask students to divide the questions among themselves to poll others.
- Ask students to search for the answers and then discuss the correct responses using the answer sheet.
- Have small groups of students decide what they think the right answers are for four, five or even 10 of the questions. This can lead to great discussions and debates. ("But that's not true for my family." or "My

Changing work place and family patterns increase the need for students to learn skills traditionally associated with only one sex.

brother would be an example." Provide students with the answer sheets after they discuss the questions for awhile.

- Run a contest between groups or classes to see who can find the answers to the most questions.
- Write one question on the blackboard each day if time is limited. Ask students to have the answer thought through by the next day. Then have a short discussion, using the fact sheet for backup information.
- Print a question each day on the school's daily attendance sheet, with the announcement that your class members can give the answer and pertinent information. This draws a lot of attention to the students with the answers.

Part VII
FAMILY STRUCTURE AND VALUES: DISCUSSIONS AND PROJECTS

Why discuss the family in a vocational program? There are a number of good reasons. Historically, family roles have been the basis for vocational choices. Half of our students expected to be full-time homemakers. Now nearly all, both female and male, must prepare to be homemakers and also wage earners.

Concern about loss of family values is a second major barrier to a sex equity program. Students need to see how mutual respect and equitably divided roles can strengthen a marriage and a family. Also, an understanding of the functions of family can help students choose family structures based on their own needs and natures, not on out-of-date notions of what they "should" do.

CHOOSING A FAMILY STRUCTURE

Ask your students if they have started thinking about the kind of family they want and the kind of spouses and parents they will be. The following questions should help them think through their values and expectations realistically.

1. What kind of family structure do you believe characterizes the "typical American family"? (Over the past decades, many government projections have been based on a "typical" family of four, with a breadwinning father, a full-time homemaking mother and two children. Do your students agree? Write their opinions on the board.)

2. What are some other family structures with which you are familiar? (In order to affirm the diversity of American families and to assure that no student's own living pattern is left out, ask the class to think of as many combinations as they can: two wage earners, single parent, no children, children living with grandparents, children alternating between two households, adoptive and foster families and so forth. List them all on the board.)

Announce that the U.S. Census Bureau has made a major change. It has stopped making generalizations about any "typical American family." Figures from the *1977 U.S. Statistical Abstract*, reported in the August 1978 issue of *Ms.*, indicate why. You may copy these figures on the board or have an artistic student make a graph, a pie chart or poster:

- *30.5* percent of U.S. households consist of a married couple with no children or with no children living at home.
- *20.6* percent are households with one person living alone. Of these, almost a third are women over 65, more than a third of whom live below the federal poverty level.
- *18.5* percent include both the father and the mother as wage earners, plus one or more children at home.
- *15.9* percent of all households include a father as the sole wage earner, a mother as a full-time homemaker and at least one child. And a 1977 study prepared by the research firm Yankelovich-Monitor, found that one-third of all full-time homemakers planned to enter the salaried work force at some time in their lives.
- *6.2* percent of the households are headed by women who are single parents, with one or more children at home.

- *5.3* percent consist of female or male-headed households that include relatives other than spouses or children.
- *2.5* percent consist of unrelated persons living together.
- *0.6* percent are headed by single-parent males, with one or more children at home.

(These figures may vary from other statistical analyses because they cover all households, including single people.)

Have your students discuss their reactions to these figures. Were there any surprises? What are the implications of these figures for their own lives? Notice that the familiar stereotyped family does exist. But it is fourth on the list and represents about one household in six.

Lifetime Planning Exercise

One reason there is no "typical" American family is that any one person will almost surely live in many kinds of households in the course of a lifetime. Have students write an imaginary "life-line" or future autobiography, showing realistically how they personally might move through many, perhaps nearly all, of the household structures discussed above, based on their present plans.

As they begin, remind them of pertinent statistics that occur to you (90 percent of all American women work outside the home at some time; women live seven years longer than men and so forth.) A sample life-line might read: Age 18, share apartment with roommate; age 25, marry, share trailer with spouse; age 32, twins born, spouse and I both work, spouse's mother cares for twins, and so forth.

When they have mapped out likely individual expectations, let them discuss what homemaking and wage-earning skills they will need at each stage. Which ones are they prepared for now?

THE VALUE OF THE FAMILY

Our students may live in the first culture in history in which economic and personal opportunities are so varied that people actually can make conscious choices about what type of family structure they want for themselves. To make these choices intelligently, they must think through what their own family values are and consider how different family structures can contribute to these values.

What are families for? Put this question on the board and list students' answers. You may want to use newsprint or poster board for a permanent display. Some family goals they may suggest are: financial stability, emotional fulfillment, companionship and recreation, care in old age, socialization of children and a feeling of worth from work done to help the family.

Evaluating Family Structures

Every family structure has built-in advantages and disadvantages. Its success will depend upon how well it meets the economic and personal needs of its members.

Using the list of family values you have established, have students examine two organizational structures that have figured prominently in the mythology of the American family, the traditional extended family and the nuclear family. How well did they fit the external economic situation of their time? How

well did they meet the personal needs of members? What advantages and disadvantages of each do we want to maintain?

The traditional extended family in America is organized around work: a family-owned farm, store, restaurant or other business. Men's work and women's work are different but they often overlap and children take part as soon as they are able. Families are large, providing children with a variety of adults to relate to and other children of varying ages who need care or who can serve as teachers.

There is no important distinction between paid and unpaid work. All members support the family and both parents rear the children. Children are welcomed as "another hand" and are expected to carry on the family business. This family structure was common in our pioneer days and still exists for many people.

With the coming of the industrial revolution, *the nuclear family* emerged. Father goes out to work while Mother stays at home, devoting herself fulltime to homemaking and child care. Men's work and women's work become quite separate, and Father finds himself carrying the entire economic load for everyone.

With the increased emphasis on paid work, women's work loses visibility and status and children's work often disappears entirely. Family size shrinks, since a child may become "another mouth to feed" rather than "another hand." The necessity of moving to find work cuts off the family from relatives.

To evaluate these two family structures, divide the chalkboard or students' papers into two columns and use class discussion to list some advantages and disadvantages of the traditional and nuclear families.

TRADITIONAL EXTENDED FAMILY

Advantages	Disadvantages
Inherent unity and stability (As long as members get along reasonably well, social and economic forces keep them together.)	Isolation from the rest of the world due to the family's self-sufficiency.
Husband and wife work together, see and appreciate each other's work.	Extreme pressure to conform in areas such as personal expression, choice of work and selection of spouse.
Children are contributing members of community.	Heavy emphasis on work.
Children have many other children to play with, learn from and oversee.	
Children have a variety of role models of both sexes.	
Presence of several generations provides children a sense of an entire life span.	

NUCLEAR FAMILY

Advantages	Disadvantages
Economic opportunity—freedom to find or pursue the best job.	Day-long separation of spouses provides an inherent disunity since it becomes difficult to see and appreciate each other's work.
Freedom to live in new places and do new things.	Different pressures produce different needs—quiet for husbands, adult company for wives.
Variety of personal lifestyles tolerated.	Children have little in the way of work to contribute.
Fosters concern and respect for development of children as individuals who are encouraged to choose own careers, spouses and personal expressions.	Children are isolated from other children and other adults.
Freedom for women to pursue satisfying and socially useful volunteer work.	No room for grandparents means isolation for them and little exposure to the elderly for children.
	Absence of father may leave children with little male interaction or few role models.
	Declining importance of women's work leads to personal dissatisfaction.
	Economic pressure on father as sole breadwinner pushes him to define himself in terms of work and further isolate himself from family.

Discussion Questions

1. *What happens when people try to live in a family structure that doesn't fit them?*

Suppose two young people marry and both believe the wife should stay home full time with the children and the husband should support the family. What are some economic reasons this might not work out? Personal reasons? What are some problems they might face if they try to change? If they don't try to change? Might they blame each other for pressures that are really built into the roles they are trying to play? Is any one family structure going to work for everyone?

2. *Who succeeds at living in the nuclear family?*

Identifying the difficulties of the nuclear family in today's world may be upsetting for students who grew up happily in this same structure. They may enjoy identifying families they know that have made it work. Let them consider that the basic requirements are enough money to get by with one bread-

winner and individuals who are lucky enough to enjoy their assigned roles or are able to adapt to these roles. Someone who can make a difficult structure work deserves plenty of credit. But the fact that a lucky or adaptable person can do it does not make it right for someone else.

Analyzing Other Family Structures

Now let students consider the advantages and disadvantages of the other structures. Remember that a structure can succeed only if it works for the people in it. For example, a two-parent household has the advantage of letting children see two adults discuss and make decisions together. But if one of the parents makes all the decisions, that advantage is lost. And if the two parents constantly fight, a single-parent household with no fighting may be a big improvement.

Comparably, children who alternate between two households may feel dislocated, or they may feel happy and secure in two places with a double set of adult models. Students need to look to the reality of a specific situation before judging the success of a structure.

It is particularly important in this discussion to be sensitive to students' own lives. For example, young people flourishing in a closely knit single-parent household may profit from public recognition that such a home is not necessarily "broken."

CHANGES IN THE STRUCTURE OF WORK

Social change is a product of changing economic conditions and the persistence of human needs. In comparing the extended and nuclear families, we see how economic factors change families. But it works the other way around, too. Currently, for example, human needs are reasserting themselves and the structure of work is beginning to change.

See if students know about any changes in the world of work that show how it is responding to human needs. Some examples might be: permanent part-time work, shared jobs, changing maternity leave regulations, paternity leave, industry-sponsored child care, changing nepotism rules, and a growing tolerance toward those who wish to postpone promotion for family reasons. Other examples include greater support for male and female pioneering workers and the rising numbers of people interested in work that can be done at home.

This discussion should bring out the fact that the "cold cruel world" can adapt when enough people want it to, and that human values are enduring.

Families of the Future

What kind of family will serve our students best in the future? Let them consider how society might organize things to fit economic realities and still meet the values of people. Some key considerations include:

- Who will earn money?
- How long each week will people work?
- Where will they work?
- Who will do household chores?
- How will leisure time be spent? Passively, constructively, separately or with family members?
- How can we give children a life that includes other children, other adults

and a way to be contributing members of their society?

- How can both women and men find the work that meets their needs and take a meaningful role in their families?
- How can adults find other adults to perform the functions of the old extended family?

Through discussion, writing or group presentations, encourage your students to look to the future.

PROJECTS RELATED TO FAMILY VALUES

Some students will ask what they can do about the issues they have considered. Many problems growing out of changing family structures can be addressed by imaginative student leadership. Encourage them to think about what their community needs are and to build a project around them.

Such projects could be directed to course credit, independent study, vocational youth club programs or a church or community club activity. All of these projects will develop leadership skills and initiative and expand the students' horizons. The opportunities are limited only by the needs of your community and the imagination of your students.

VALUES RELATED PROJECTS

Problem	Project
Restricted female and male vocational models for children.	High school students introduce various vocational options to younger students.
Lack of male models for children; perception that reading is "sissy"; lack of opportunities for young men to relate to children.	High school boys tutor elementary students in reading; could be a project of a high school remedial reading class.
Decreasing opportunities for young people to gain self-respect by making a needed contribution.	Whatever is needed: build a playground, clean up a highway, paint a fence, start a community garden. Start a double project by having older students organize younger ones. Remember: the interaction and sense of contribution is more important than efficiency!
Lack of opportunity to develop partnership skills by working with other sex.	Any of the above projects done cooperatively between two youth clubs with heavily male and female membership.

PART VIII
CASE STUDIES: A TEACHING AND DISCUSSION TECHNIQUE

Theoretical generalizations about "the family" or "the workplace" often are hard to grasp, while specific examples make a point easily. As your program progresses, you will discover which issues concern your students. Design "case studies" to fit. Let them help. They'll enjoy it and it will encourage them to identify just what situations need discussing.

If you have time and the students enjoy it, you may let them role play the case study. An entertaining way of promoting understanding between the sexes is to reverse occasionally the sexes in role play. Let Lee in the second example below be played by a boy, with girls as the construction crew.

Example A—to illustrate how the same family situation can produce different results with different people:

The Smith and Jones families live next door in a low-income development. Both households have no mother, a father who works full time and three children aged seven to 12 who are on their own each day until their fathers get home from work. In the Smith family the children come home after school, get soda and cookies and hang around until Father gets home. Father feels overwhelmed by the situation, has no idea how to keep house and yells at Daughter to do so. She doesn't know how either and resists being singled out. Boys try to stay away as much as possible. Father is looking for a new wife to rescue him.

In the Jones family Father sat down with the children when their mother left, planned who was going to do what and found a friendly neighbor to teach basic skills. Children now come home from school, do chores and start homework. When Father gets home they eat supper and do household chores together.

Questions: Which father is more "manly"? How might the children feel about themselves? About women? About men? About overcoming adversity? How do your students think they would react if they suddenly became single parents?

Example B—to illustrate the need for building trust on the job:

Lee has just graduated from a carpentry program and is starting her first day on the job. The boss introduces her to the rest of the crew. Three guys whistle and the rest stare sullenly. She guesses that some may be thinking, "Can I trust her not to make trouble? To hold up her end of the work? To help me out if I get in a tight spot? What's she doing here anyway?"

Questions: What are some things Lee can do to improve the situation? What are some things some of the men on the job could do? What could the boss do?

This kind of activity can apply to any case study you present to stimulate your students' thinking. Whether it's the lone male in the stenography pool or the first female mechanic in an auto body shop, the role playing a student does in class can give new meaning to the idea of vocational pioneering.

Inviting potential students to become familiar with vocational programs is one way to encourage their enrollment in nontraditional courses.

PART IX
ENCOURAGING ENROLLMENT OF PIONEERING STUDENTS

At this point you may be getting frustrated because you see the need for students to expand their vocational options but you don't know how to reach them to let them know of these options. To reach additional students, you need to go beyond your own classes and probably your own building.

By working with the other educators who have direct contact with them, you can reach an even greater number of potential students. You may find also that by reaching out to potential pioneers, you are giving all students more detailed information and, thus, you are permitting traditional students to make more informed choices.

What schools do your students come from? Where is career education included in their curriculum? When do these students begin making decisions about the type of secondary program they will pursue? Who is involved in helping them make these decisions? Are those who are involved in helping students make these decisions knowledgeable about the occupational opportunities of your vocational programs? Without adequate knowledge, these teachers and counselors may not be pointing out vocational education career possibilities to their students.

The following are some ways of increasing the possibility that potential students will learn about vocational education opportunities:

- Provide an audiovisual program to be used with students.
- Have pioneering students present programs, serve as speakers and meet with other students.
- Place displays and bulletin boards on opportunities for pioneering students in area or feeder schools. Tell where additional information can be obtained, perhaps giving a telephone number so that interested students can call to talk with students and teachers.
- Have a telephone number that students can use to hear prerecorded information about pioneering programs.
- Provide articles and advertisements for school newspapers that explain vocational programs and tell about pioneering students. Encourage the school newspaper staff to do a series of articles, possibly including questionnaires on sex equity, sex stereotyping, students' rights, people in pioneering jobs and people with pioneering interests and hobbies.
- Offer mini-introductory programs to junior high students during summer or other vacation periods.
- Arrange discussion sessions for students who might be interested in becoming pioneers in a vocational program. Include students who already have pursued nontraditional courses and interests.
- Invite potential students to visit the vocational programs. This might be as part of the career education curriculum provided for students.

CONTACT OTHER EDUCATORS

Enlist the support and assistance of the staffs of learning, career and media centers in your school districts. These people generally are very supportive and helpful in securing and using materials for special topics. Ask them to identify

available materials, as well as to continue to order new materials on changes in the work force and family, sex stereotyping and pioneering careers. To use these materials effectively, you may:

- Design displays on topics such as male liberation, sex-role stereotyping or the changing family and work force.
- Provide a list of available resources to teachers and counselors, especially ones who are concerned about these issues.
- Set up and publicize a resource center on these topics for use by teachers and students.

To involve other educators in your pioneer recruitment efforts, you also can:

- Meet with the faculties to explain your program. Invite them to visit your classes.
- Supply counselors and teachers with brief and attractively written materials about vocational programs, pioneering opportunities and related career opportunities.
- Supply the library and/or career education center with written and audio-visual materials and displays about vocational programs and career opportunities.
- Work with the art, graphics and design or printing departments and with counselors, English teachers and/or student organizations to conduct a contest for a slogan, poster, button, quote, cartoon, bulletin board, speech, essay or class activity that promotes vocational pioneering.

IDENTIFY RESOURCE PEOPLE

Develop a list of resource people from the faculty and the community who can encourage students to be pioneers in vocational programs. Identify parents for the list by asking students what their parents' occupations and interests are. Also include teachers and administrators. There are men who do the shopping, bathe babies, can food and type. There are women who do woodworking, fix cars, repair appliances and operate heavy machinery. Use the list to:

- Supply names to staff involved in providing career education, along with ideas of how the people might be called upon as speakers for panels, to do demonstrations and for student interviews.
- Work with other teachers and guidance counselors to have the people at a career fair. The career fair could be a part of the career education program and/or a way of introducing students to secondary programs. If possible, have both a female and male represent each career area, such as construction trades, nursing, electronics, child care, business education and so forth.
- Obtain information on and photographs of the people "on the job" to use in program promotional materials, for media presentation and for school newspaper articles.

Part X
SUCCESSFUL PIONEERING

Successful vocational pioneering is seldom a question of skills. If people can't do the work, they usually face facts and, whatever sex they may be, switch to something else. The problems that plague pioneers are more likely to lie in the realm of attitudes and in the fact that different experiences they had as children have taught women and men to behave in different ways. These "man's world/woman's world" differences can give everybody a problem with "culture shock."

There are some behavior patterns you can encourage to help women and men work together. Remember, however, and remind your students:

- Many people have strengths or weaknesses considered "typical" of the other sex.
- Any men or women who already have picked up the strengths of the other sex should be congratulated. They have a priceless head start.

The teacher has the double duty of helping pioneering students prepare for an unfamiliar role and helping traditional students be comfortable with the newcomers. As that teacher, you set the tone. Treat your pioneers with respect and make it clear you are glad to have them present. But don't make too big an issue of it.

Everyone Must Share the Work

Don't accidentally imply that pioneering students aren't seriously committed to their work. ("You young ladies will understand now when your boyfriend talks about his car." "You boys will need to know how to cook until you get married.") Make it clear that everybody has to do the work, all of it. Your pioneers should neither get off easy nor get a double load. Be alert for students unconsciously dividing activities by stereotypes among themselves.

Keep your traditional students involved in several ways:

- Give them "ownership" of the equity program. It may help in their own adjustments to the presence of the other sex.
- Help them see that strategies for helping pioneers succeed are often useful for any newcomer.

Traditional students can ease the transition on the job for everyone by helping pioneering workers get started and by helping fellow traditional workers see that they aren't less masculine or less feminine because someone new is competent at their job.

THE WORK PLACE ATMOSPHERE

Many prospective pioneers never get past the door. A noisy shop full of swearing, bare-chested males may daunt even a fairly tough young woman. A home economics lab that is frilled and laced may hit a teen-age boy like a shotgun blast. It's an alien world.

If your workplace is exaggeratedly stereotyped, think about how you can make it more welcoming to your pioneers. In so doing, you will be likely to make it a more realistic and healthy place for your traditional students as well. (This is another example of how expanding roles can lead to better education for everyone.)

"CULTURE SHOCK" ON THE JOB

Remember: skills are not enough. Young people need emotional preparation for the real world, too. Help students find out ahead of time what the general atmosphere and working conditions will be like, so they won't be caught off guard by the unfamiliar. Help them find out how people in their field usually treat newcomers. If hazing or practical jokes are common, they don't want to make the mistake of thinking it's directed at them because of their sex. Rough treatment may be a sign of acceptance.

Encourage students to think about any possible clashes between their own personal style and the people already on the job. One reason traditional workers may be leery of having a pioneer join them is that they may feel inhibited by the newcomer. For example, men who are accustomed to swearing may feel they cannot do so in front of a woman; women may feel they have to stop discussing recipes in front of a man.

Pioneers have three alternatives. They should think about which one will succeed for them, considering their own circumstances and personalities. Pioneers can "join the crowd," becoming "just one of the boys" or "girls." They can put the others at ease without changing their own style. Or they can expect the traditional workers to conform to the newcomer. Through class discussion, case histories or role play, help students to think the situation through and to practice mentally the skills and strategies they'll need to succeed in their new environment.

HOSTILITY ON THE JOB

Traditional workers will have a variety of attitudes toward pioneers: open welcome, curiosity, amusement. Most simply will wait to see if the pioneers can do the work and accept them accordingly. But hostility always is a possibility. A general discussion of possible reasons for hostility will help all students explore their own feelings and may give pioneers invaluable insight into the human feelings of their fellow workers.

Class Discussion

Ask students: How do you think traditional workers may feel about pioneers, both pro and con? The situation will vary according to the field, but some reasons for hostility include:

- Fear of job competition, making traditional workers look bad or taking jobs away
- Plain dislike of the pioneering sex (Remember how many of the unconscious behaviors identified earlier tend to separate and label the sexes.)
- Losing pride in their job because it is no longer identified with their sex (It isn't a "man-sized" job if a woman can do it or "glamorous" if men can do it.)
- Fear that the pioneers won't be able to do the work, that they'll get off easy, get special attention or that in some way their presence will mean more work or even physical danger
- Basic stereotyped feeling that the newcomer just shouldn't be there ("A woman's place is at home," A man can't be a "real" man if he wants to be a cosmetologist.)
- Fear of sexual involvement with coworkers or that a hassle from a spouse fearing sexual involvement may result.

Have students discuss the reality of these fears and then move on to ways of dispelling them. For example, making it clear from the outset that the pioneering workers don't expect extra privileges or that they're not looking for sexual involvement may prevent the problem before it ever starts.

Class Project on Coping with Hostility

Have the class work in small groups to answer the following letter. Encourage them to be practical and humorous.

Dear Ms./Mr. Old-timer:

Next week I'm starting a new job. I will be the only woman/man there and I've been told one or two people may be hostile to me. Could you please give me a list of ways I could deal with it?

Sincerely yours,
J. J. Youngsprout

Combine their answers into a large poster or series of posters for permanent display.

A Sample Answer

Dear J. J.:

Here's your list—good luck!

1. Meet hostility head on but cheerfully. ("Hey, gals/guys, I'm here because I've got kids to feed. I'm not trying to prove anything; I'm trying to do my job. If you see I'm doing it wrong, tell me. I think you'll find out I'm a person who pulls my own weight.")

2. Do your best to make friends. Find out what you have in common with your hecklers and talk about sports, hometown, family and so forth.

3. Don't back down. Don't give up. Try not to lose your temper. But remember: some people can't trust you until they know how far they can push you. Don't be a doormat and if yelling back is the only way you can make it clear that you aren't going to run away or cry, then yell!

4. Take it to your supervisor. If she or he is on the ball and on your side, your boss probably will take the same steps your teacher did to reduce hostility. But supervisors may be part of the problem or they may feel you have to fight your own battles. Remember, the law is on your side.

5. Don't quit! The best way to earn respect is to show you can do the work. On the days when you wonder if it's worth it, remember you really are a pioneer, blazing the trail for people who'll come after you. Think about that the next time you take for granted your right to vote, your right to a living wage or any other privilege we old-timers fought hard for! You'll make it!

Sincerely,
W. B. Old-timer

As an alternative activity if you don't have time for the class project, you may simply reproduce the old-timer's letter, discuss its major points with the class and see what advice students can add.

EXPANDED EMOTIONAL EXPRESSION

In the unconscious well-intended behaviors exercise, you may have identified the stereotype that "Nice little girls don't fight and brave little boys don't cry." These early childhood lessons can lead to important differences in how women and men express their emotions.

A frequent pattern is that if a man is angry, he will look angry. He may also look angry if he is exhausted, afraid or sad. If a woman is sad, she may cry.

She may cry also if she is exhausted, afraid or angry. If a man can't cope with a woman's tears and a woman can't cope with a man's anger, how are they going to work together? Both men and women need practice expressing all their emotions appropriately and understanding the reactions of the other sex.

Here is a case study for discussion. You may wish to replace this story with one tailored to your field:

Janet and Jeff are rewiring a tractor. Janet does not know Jeff is worried and exhausted from being up all night with a sick and valuable stallion. He asks Janet to hand him a tool but she has forgotten to bring it from the tool shed. He blows his stack. He's never done it before and she seldom makes mistakes. Janet bursts into tears.

Questions on the Case Study

What emotions is Jeff really expressing? How could he have expressed them more accurately? What emotions is Janet really expressing? How could she have expressed them more accurately? As the story stands, what do you think happened next?

If they had expressed their emotions accurately, what might each one have said? How could their understanding of the other's emotional expression have helped them get along better and get their work done better?

Ask the class for other examples of how women and men may show various emotions differently with expressions of anger, fear, exhaustion, sadness, approval or affection. How could each form of emotional expression show up in a working or family situation? How could misunderstanding make trouble?

Another Case Study

Emily and Robert are nursing supervisors in a large hospital. He has the reputation of being a tough boss who gives many more suggestions about how to improve the staff's work than he gives compliments. Emily always finds something to praise in the nurses' performances. Have students discuss what positive and negative reactions Robert and Emily are likely to receive from their staffs. How are they likely to feel about each other's style of management?

Review the advantages of both styles of emotional expression and have students consider how they might adapt their own styles to get the best of both worlds. For example, an advantage of Emily's style is that people of both sexes need to know they're doing well and positive reinforcement is an excellent way to help a colleague develop in the right direction. An advantage of Robert's style is that confident professional people concentrate on the job, not themselves; they don't need continual praise to keep going.

Be sure your case study approach doesn't always assign the "typical" female emotional approach to a woman or the "typical" male response to a man. Robert and Emily are individuals, and they may reverse the ways in which they treat their colleagues and generate just as much positive and negative reaction.

The important point in this exercise is to show that each sex can learn from the other. Counseling techniques, such as assertiveness training, can be extremely useful to both sexes in overcoming problems of appropriate emotional expression.

BODY LANGUAGE FOR PIONEERS

Body language is important to sex equity because people may present themselves misleadingly. Women may seem too passive to handle the job or too sexy to be taken seriously. Men may say "Nobody tells me what to do!" by their manner.

These problems are especially marked in adolescence. It is likely they would best be approached through a general discussion of body language, especially as it relates to job interviews. Role playing different body language appropriate for different kinds of jobs can be great fun for students.

Some general pointers for both sexes: stand straight, walk freely, shake hands readily and firmly, sit relaxedly, look others in the eye, don't be afraid to smile but don't keep a "polite" smile plastered on your face.

Role Plays for Stereotyped Female Body Language

1. Too ladylike—Have a girl play a job interview in an exaggeratedly "ladylike" way with hands folded, ankles crossed, eyes down. Have the class judge the impression she might make: a very nice girl but perhaps too timid, couldn't face an angry customer, too easy to push around, might cry easily and so forth.

2. Too sexy—Have a girl role play the interview in the provocative style common to TV commercials. (Expect plenty of reaction here!) Point out in the discussion that she may get the job for the wrong reasons. Or she may not get the job (or get the job but never get a promotion) because the boss wants a worker not a playmate.

3. Professional and female—Have students discuss how they feel women should present themselves. Then have several girls act out an interview in which they try to convey the following: "I'm a woman and very happy about it, but right now I have my mind on the job. I'm willing to tackle new things and take responsibility. Let's talk shop!"

Encourage all girls to assess their own body language or have teams assess each other. Many people have little idea of the impression they convey. This is especially important with the sexy body language because many girls and even older women have no idea how much impact they have. They do not realize that they set themselves back professionally by being too "cute." With adolescents it is important to stress that you are not suggesting they act like a man, but rather that they should put their professionalism first when they are on the job.

Role Plays for Stereotyped Male Body Language

1. Tough guy—Have a boy swagger into a job interview as though he were Billy the Kid (or do it yourself) and let students assess the impression he makes: won't take direction, fights easily and so forth. Have students discuss how they feel men should present themselves, focusing especially on nonverbal ways of conveying self-respect without being tough, excessively passive or displaying other negative stereotypes.

2. Professional and male—Have several boys act out nonverbal ways of conveying: "Ms./Mr. Interviewer, you have something I want, which is a job. I have something you want, which is a good person to do the job. Let's talk shop!"

Again, encourage self or team assessment for each boy of his own way of presenting himself.

EXPANDED COURTESY AND HUMOR

One of the most common questions in a sex equity workshop is: "Does this mean men won't open doors for women anymore?" This is not a trivial question, for conventional courtesies have been an important part of male-female relationships. When discussing this issue with students, ask them which courtesies they observe or like others to observe. You may have some who reject all courtesy as old-fashioned and others who are very stereotyped in their expectations.

Getting ready to understand courtesy as it will be expressed in the work place of the future, students can learn in school that they do not perform conventional services for each other by sex. In food classes the girls should not be expected to serve the boys. In shop classes the boys should not be expected to carry equipment for the girls. Students can learn in these situations that people help each other without having their courtesy be based on sex.

Working cooperatively builds trust. Point out to pioneers that although old habits are hard to break, this is one of their best opportunities to prove that they don't expect special treatment. Suggest that boys volunteer to clean up and girls volunteer to move furniture. If traditional workers won't let them help, they should insist cheerfully.

Expanded courtesy really is very easy: the person who can reach the door most conveniently should open it. The others should walk through!

Good humor can help everybody relax and make pioneering easier. However, ridicule has been a most powerful weapon for keeping people inside the stereotypes and, therefore, pioneers may be especially sensitive to anything that sounds like it. Many jokes based on stereotypes really are a kind of "ethnic joke." Jokes about women drivers or male nurses really should be told by women drivers and male nurses only.

Humor based on the "battle of the sexes" often is thinly disguised hostility and should not be rewarded by laughter. Inappropriate compliments, such as "This crew sure is better looking since they hired you!" may function as a put-down by denying the person's presence as a competent professional.

Successful pioneers will keep their sense of humor. Pioneering workers often get into ludicrous situations, and being ready to laugh at themselves shows self-confidence.

Pioneers can greet obviously sexist jokes with a cool stare. If the joker really doesn't see what's wrong, sometimes it helps to explain one's feelings or to ask if that person would make a similar crack about another minority.

The successful pioneer will return compliments cheerfully, since it may be hard to tell if they were meant as a put-down or if they were genuinely meant to be nice. ("That depends on your point of view. I think you guys do more for the scenery than I do!")

Helping think up some good-tempered comebacks to some of the most predictable remarks will be fun for the whole class. Remember that put-downs don't help sex equity because they don't promote partnership. Keep in mind that pioneers of either sex have to become tough. They can't be too thin-skinned!

Part XI
REACHING THE COMMUNITY

Many people and factors directly and indirectly affect the educational choices and occupational preferences of youth. In addition to students' choices being limited by lack of knowledge about expanding work and family roles, their perceptions of the attitudes of peers, parents and potential employers can restrict their choices. Individuals and agencies other than teachers and schools need to be involved in encouraging and providing opportunities for youth to be pioneers.

Reaching out to help parents, employers, employee groups, advisory councils and various community groups understand and support the need for youth to expand their options and choices also can benefit the public image of vocational education. All too frequently, vocational education is viewed in stereotyped ways. Some see it as a form of education for the academically untalented, the unmotivated or the students who must be kept "busy" to be kept out of trouble.

Informing the public of vocational occupational opportunities for both sexes can include information on the financially rewarding and satisfying careers to which vocational education can lead. How vocational education complements and facilitates various college education careers also can be explained.

Better public understanding of vocational education and the opportunities it provides is basic to having the community support so necessary in times of decreasing financial support. Building stronger links between your school and parents, feeder schools, employers, employee groups and community groups can provide the support necessary for both vocational education and for pioneering students.

SEEKING PARENTAL SUPPORT

Parents typically have hopes, expectations and dreams for their children. A part of the American dream is to hope our children will move beyond us in their educational achievements and standard of living. Also, because parents themselves are products of a society that has subtly and not so subtly reinforced sex stereotyped roles, they may have traditional and limited views of the careers open to their children.

The following are some possible activities to help parents understand the need for both males and females to prepare for the world of work and changing family roles. They are designed also to obtain parental support for increasing students' options:

- Survey students about the nontraditional occupations, hobbies and interests of their parents. Use these parents as resource people in classes and at parent meetings to promote the idea of students pursuing nontraditional courses.
- Provide information to parents on the changing work force and family and on occupational opportunities for students in school district newsletters, special flyers or bulletins and newspaper articles. These might be in the form of fact sheets or quizzes.
- Have pioneering students speak or do demonstrations at programs for parents.

- Survey parents about their knowledge of your vocational programs, kinds of available occupations, job opportunities and the salaries of graduates of your programs. Print and distribute the results along with the facts.
- Develop short and snappy audiovisual presentations that explain your program and employment opportunities for both sexes to use at parent and other community meetings.

WORKING WITH ADVISORY COMMITTEES

The vocational education legislation of 1976 emphasizes the need for active and representative advisory committees for vocational education. These committees usually take one of three forms: a general advisory committee for a geographic area or institution, a program advisory committee or a temporary committee that has a special purpose.

Advisory committees can serve as very effective public relations teams for vocational education in interpreting the program to the community and in gaining community support. They provide important communication links between the school and business, industry and community groups. Developing their understanding and obtaining their support for encouraging young people and parents to consider the value of nontraditional programs can provide the means to reach many parents, employers and community groups.

To involve advisory committee members with your program, you might suggest that they:

- Provide news stories to newspapers and radio and TV stations.
- Serve as speakers to address trade and civic groups.
- Distribute materials about vocational opportunities for both males and females and about pioneering students to employees and other employers.
- Offer places for displays and programs on vocational education programs in their business or industry.
- Spread information about pioneering students and vocational preparation to newsletters of business and industrial organizations.
- Help place pioneering students in jobs.
- Provide sites for field trips to observe people in nontraditional work.

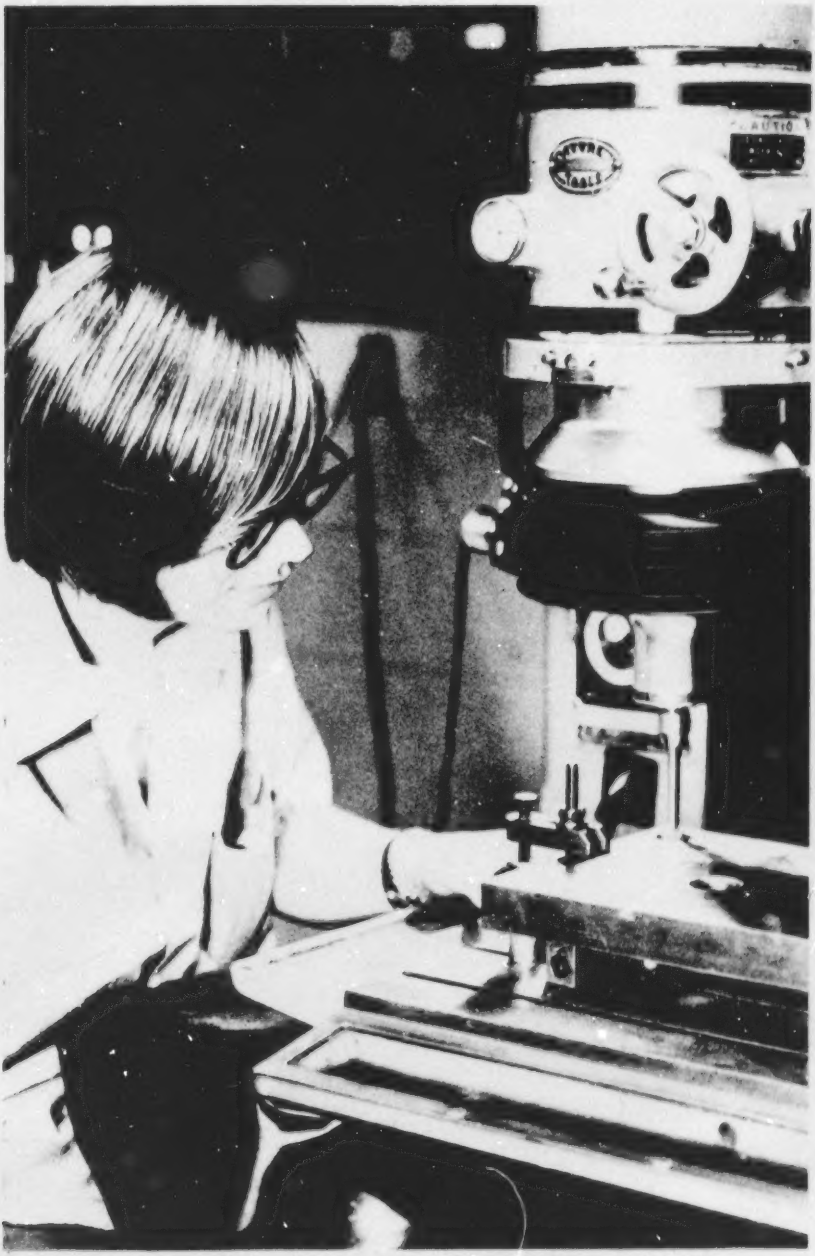
ENLISTING HELP OF EMPLOYERS

A crucial part of any pioneering program is the support it generates among local employers. Placing students in jobs not entered traditionally by members of their sex is a big test. The reward comes from seeing pioneers succeed and employers satisfied.

Employers are concerned about affirmative action and government regulations concerning employment opportunities. Larger businesses and industries usually have an administrator with responsibilities for meeting government regulations. Support of pioneering programs and students can become a part of their programs for affirmative action and equal employment opportunity.

To involve employers in your program, you may ask them to:

- Have the person responsible for affirmative action and equal employment opportunities speak to groups such as administrators, teachers and parents.
- Display posters and other materials about pioneering opportunities in vocational education in employee coffee rooms and cafeterias.



Local employers can further their plans for affirmative action and equal employment opportunity when they hire pioneering students from vocational programs.

- Include information on vocational education for pioneers in pay envelopes.
- Provide information about vocational education and pioneering in programs and newsletters for employees and customers. (Telephone companies frequently have items of interest like this in their newsletters.)
- Identify employees who are pioneers in the areas in which they are working and have them serve as resource people for students who might be interested in these job areas.
- Join forces with vocational education in publicizing the need for people trained in various occupations.
- Offer placements for pioneering students from vocational programs.
- Provide information to employees concerning the problems pioneering students might encounter and suggest ways to prevent such problems from occurring.

HELPING STUDENTS GET JOBS

One argument all too frequently given to explain why students shouldn't be encouraged to prepare for nontraditional occupations is the difficulty they'll have in finding jobs: "Even if they can learn the skills, employers won't hire them." Although it has been demonstrated consistently that qualified students can obtain employment and succeed in nontraditional jobs, pioneering students may need support and assistance in obtaining employment.

Each school system has its own plan for helping students find employment during and upon completion of their occupational programs. The following strategies for increasing employment opportunities of pioneering students can be used in some form by teachers, whether or not they have direct responsibility for student placement. Many of these strategies can be used to increase the employment opportunities of all students, as well as to build positive public relations between employers and an educational program:

- If someone else is responsible for placement and employment of students, offer your assistance in contacting potential employers and in building employer-program linkages.
- Identify employers who have had successful experiences with nontraditional employment. Ask them to contact and speak to other potential employers about the concerns they had that did not materialize and how they dealt effectively with the problems that did arise.
- Invite potential employers to visit your program and have them observe pioneering students in work situations. You might have them evaluate student performance and products to help them realize that both males and females can perform the work competently.
- Contact and enlist the support of equal employment opportunity and affirmative action personnel of businesses, industry, government and community agencies and educational institutions that employ people with skills provided by your program. Ask them to notify you of any openings. (Most large organizations are attempting to demonstrate equity in employment practices and are seeking to hire qualified people from groups that have traditionally been underrepresented in certain jobs.)
- Establish communication with various community organizations and

agencies to identify work experiences and job openings for pioneering students. Members of clubs and government bodies can provide many contacts with potential employers. You might provide written information to such organizations, request to speak briefly to them about the employment of pioneering students or organize a panel of employers and employees who have had successful experiences with nontraditional employment.

- Contact state, local and private employment agencies, unions and apprenticeship programs to determine training and job opportunities for pioneering students. Request information about equal employment opportunity policies and about how pioneering students can improve their employment potential.
- Enlist the assistance of your school board, advisory committee and parents organizations in locating jobs and supporting the employment of pioneering students. A short written or verbal explanation or a presentation and demonstration by students can provide an understanding of the need for their support and how they might assist in identifying employment opportunities.
- Organize teams of students to contact and interview potential employers. Determine the employers' feelings about hiring workers of a sex traditionally not chosen for certain jobs. Have the students discuss the interviews and the employers' attitudes toward pioneering graduates.

CONTACTING EMPLOYEE ORGANIZATIONS

Organizations that represent employees, such as unions and groups of skilled craftpeople, are becoming increasingly interested and involved in promoting representation of both sexes in various areas of employment. These groups frequently serve as sponsors of or advisors to apprenticeship and training programs. Organizations for secretaries, computer programmers, health service workers, specialized food service employees, skilled electronic employees, masons and woodworking craftspeople are but a few that frequently exist in large cities and at the state level.

Enlisting their support in promoting vocational programs for both males and females can provide a means of reaching many people in the community. You might ask them to:

- Insert articles about pioneering students and relevant vocational programs in their newsletter.
- Discuss the topic at one of their meetings.
- Provide speakers for classes and parent groups.
- List names of members who would be willing to be contacted by students investigating and/or considering employment in their field.
- Promote your programs when they are doing public relations activities.

APPROACHING COMMUNITY ORGANIZATIONS

There are numerous community organizations that may provide support and resources for increasing the general public's knowledge of the opportunities and the rights for individuals to pursue nontraditional occupations. These groups might be willing to include information in their newsletters, have programs for their members on the topic or even conduct programs or meetings

for the general public. You also might offer to present for them a program on vocational education, inviting them to meet at your school and to observe classes.

Possible groups include youth organizations such as scouts and 4-H, or others like the American Association of University Women, the League of Women Voters, the Human Rights Commission, the American Civil Liberties Union, the YWCA and YMCA, church organizations, theater groups, business luncheon clubs and county cooperative extension agencies. Various business organizations such as the Chamber of Commerce and groups serving displaced homemakers are also possibilities.

SUPPORTING PIONEER GRADUATES

Although you have prepared your pioneering students for many of the potential difficulties and problems they can encounter as a member of the sex traditionally not represented in an occupation, they will encounter unexpected situations and still will need encouragement and support. To know that their teachers, counselors and administrators believe they can succeed and are available to help them can be critical to their perseverance. Also, your contacts with pioneers when they are out in the world of work can give you valuable information for preparing new pioneers.

The following list suggests some ideas on how support might be provided.

- Have reunion meetings for graduates.
- Invite them to return to speak to your present students.
- Visit with them at their place of employment.
- Send out follow-up questionnaires to find out how they are doing and what kind of support they would like.
- Take time for phone calls and personal letters of encouragement and support.
- Link them up with other people in their occupational area who can provide support and understanding.
- Start a newsletter for graduates telling of their successes and how they are dealing with problems they encounter.
- Distribute a "round-robin" letter that begins with you, sending it to one graduate who adds a paragraph or two and then sends it to another graduate who adds to it. Provide the names and addresses of the graduates with the letter.

Your sex equity efforts can generate support in all segments of the community. It will take encouragement from many people to build a successful program.

Part XII
DEVELOPING YOUR PERSONAL PLAN

The reader who has viewed this book as a suggestion list of activities related to sex equity should have a good start toward developing a personal plan of action. This chapter is designed to help you apply your understanding and concerns to your own classroom.

Remember that your overall goals are to identify and use the opportunities that exist in the natural course of your work to:

- Build habits and skills for trust and partnership between the sexes.
- Expand students' perceptions and options in work roles, family roles and personal development.

PRACTICE IN IDENTIFYING OPPORTUNITIES

As you begin to practice a way of thinking that enables you to examine your professional life in light of your pioneering objectives, you will see the many opportunities you have for building trust between the sexes and expanding role options. In order to build trust, we must recognize elements of distrust between the sexes, examine our professional activities and identify workable strategies. The following exercises will help you develop a way of thinking about your curriculum and professional activities. Please read through the entire exercise to get an overall feeling for it before starting to work.

1. List the elements of distrust down the left side of your paper, allowing three or four lines for each one.
2. Consider the first item, separation of the sexes. Ask yourself:
   - Do any of my professional activities in column two offer an opportunity to overcome any negative effects that may have resulted from the separation of sexes?
   - Can I identify any appropriate areas to use a trust-building strategy from column three?

     Example: I can overcome some negative effects of separation (column one) in my classroom management (column two) by assigning students to mixed teams and by giving them a chance to work together (column three).
3. Write on your paper opposite the first element of distrust, a brief description of your strategy. Make it as specific as possible for your particular curriculum and classroom.
4. Go back and consider the remaining elements of distrust. For each, develop one activity or strategy by overcoming any negative effects this element may have had on your students.
5. At this time, identify only one strategy for each item in the first column but try to use a variety of approaches, incorporating as many of your professional activities as possible.

IDENTIFYING OPPORTUNITIES TO BUILD TRUST

Elements of Distrust	Professional Activities	Strategies for Building Trust
Separation of the sexes	Curriculum	Both sexes work together
Teasing ("Sara has a boyfriend")	Materials	Both sexes share leadership
Labels or generalizations based on sex	Projects/assignments	Duties assigned equally, not by sex
Different treatment for each sex	Teacher behavior	Hidden meanings exercises (Part III)
Different emotional expectations	Setting student standards	Discussion of work force and family statistics (Part VI)
Hostility or hostile humor	Classroom management	Role playing
	Extracurricular activities	Checking texts for bias (Part V)
	Other?	Teacher modeling unbiased behavior
		Providing pioneering models
		Other . . .?

DECIDING YOUR SEX EQUITY OBJECTIVES

By sifting through the possible sex equity activities, you can formulate objectives that are suitable to your curriculum, your personal values and your teaching style.

1. Go back through each part of this book. Decide whether the ideas in each session are relevant to your curriculum, values and teaching methods. If they are, develop a list of appropriate teaching objectives. For example, if you are concerned about the changing family structure, Part VI may inspire the objective: "To help students see how the changing family has led to expanded work roles for males and to help them plan accordingly."

   You may find some sessions are gold mines, yielding many objectives, while others are not relevant for you except as background material. Let your list be a long one; you'll do your cutting back later.
2. Consider as possibilities for your objectives the following topics for increasing student understanding:
   - The importance of building trust between the sexes
   - The separation of sex identity from roles or temperament
   - The basis for stability in marriage—a permanent relationship as opposed to a particular family structure
   - The economics and personal satisfactions of expanding work options
   - The pervasive impact of unintended sex-biased behaviors, with some strategies for counteracting them
   - The limitations created by students' sex-biased attitudes
   - Male-female communication problems.

EXAMINING EVERYDAY OPPORTUNITIES

To develop your "foundation" list of professional opportunities, it is necessary to examine your working activities in detail. As with the previous planning steps, it is worth your time and effort to go through this process on paper. Writing helps you think things through and makes them more likely to happen.

1. Examine your working life in a systematic way. What are the major and minor ways you work with young people? (Colleagues may help you brainstorm for answers or you can keep a notepad handy as you go through a week's activities.)
2. Write down everything you do which contains an opportunity to build trust or expand role options, with special attention to the objectives you developed previously.
3. Double-check to see if you have left anything out by mentally walking through a day, a month and a year.
4. Don't worry at this time about what you actually can find time and resources to do. You are building your foundation list of opportunities; practical selections come later.

CREATING YOUR PLANNING GUIDE

Arrange a paper with two columns, the objectives you have developed as column one and the opportunities list as column two. As you practiced in the exercise on overcoming elements of distrust, consider each of your selected ob-

One result of a successful sex equity program is acquainting men and women with the nature and potential earning power of a wide variety of jobs.

jectives in light of your opportunities. What strategies can you develop for meeting your objectives that will build trust and expand role options?

Analyze and rank your strategies by considering:

How much time would I have to spend on this activity?
How much impact will it have on students?
How easy or difficult will it be?
How much will it contribute to my basic educational goals?

Based on this analysis, give each item a rough grade from *A* to *F*, *A* for those so easy or so important you'll start on them right away and *F* for those so difficult or low in impact that they'll be considered much later, if at all.

WRITING YOUR PRELIMINARY PLAN

1. Choose your activities. Be realistic. A useful plan will include only what you think you really can complete. For each item, consider:

What specific steps must I take to accomplish my goal?
Who else must be involved?
When will I complete each step?
How will I know if I succeed?

2. When you have finished your first draft, reread your list of opportunities. Have you left out anything important? If so, you may wish to add it now, plan on incorporating it formally at a later time or keep it in mind for informal action.

UPDATING YOUR PLAN

It is valuable to reassess and update your plan periodically. At regular intervals, go over it and ask yourself:

If some activities have succeeded, can I add new ones?
If some have failed, should they be changed or replaced?
Have new opportunities arisen since I made my first list?

When you update and rewrite, don't be reluctant to make changes in your preliminary plan in order to keep it flexible and realistic. Your plan should develop over time as a reflection of your own insights and experience.

MEASURING SUCCESS

There are a number of ways to indicate success in reaching your goals. You will know you have made progress in sex equity if:

- Males and females learn basic lifetime planning skills, including realistic expectations of shared economic responsibilities and family responsibilities.
- Females and males are familiar with the nature and potential earning power of a wide variety of jobs and have had a chance to see members of their own sex and of the other sex flourishing in these jobs.
- Males and females understand the basic values and functions of a family and understand how a variety of family structures may contribute to these values.
- Females and males are equally comfortable working with, taking direction from, or supervising either sex, without competition or hostility based on sex.
- Males and females understand the outside pressures of sex bias and have

developed some positive strategies for coping with it in the real world.

- Females and males understand how their own biased assumptions may restrict them and undertake some strategies to expand their own horizons.
- Enrollments are mixed and males and females are succeeding comparably, according to individual talent, in all fields.

Balanced enrollment statistics are not a proper goal in sex equity but they are one indication of a successful program. Lopsided enrollments reflect a tradition of school policies, counseling procedures and social customs that we now recognize as restrictive to both sexes. As many pioneering programs have demonstrated, however, teachers can challenge those traditions and achieve mixed enrollments. By doing so, we can take pride in the fact that we have expanded our students' roles in the family and the work place.

APPENDIX
LAWS AFFECTING SEX EQUITY

Vocational education teachers who are aware of the economic, sociological and humanistic reasons for a commitment to sex equity also have a legislative back-up for their concern. Two major pieces of legislation directed at eliminating sex discrimination in education are Title IX of the Education Amendments of 1972 and Title II, Vocational Education, of the Education Amendments of 1976.

Title IX was passed to ensure equal opportunity and sex fair practices and programs in all schools. Title II goes beyond this aim to encourage affirmative action through vocational education to overcome the results of sex discrimination, sex bias and sex stereotyping. Title II especially provides vocational educators with the exciting opportunity to assume leadership roles in education, to reach more students and to serve current students more effectively.

A COMPARISON OF TITLE II AND TITLE IX

	Title IX	*Title II*
Intent:	Ensuring that equal opportunities are provided to females and males in education programs	Same intent but specifically directed to vocational education
Addresses:	Sex discrimination	Sex discrimination, sex bias and sex stereotyping
Applies:	Directly to all local education agencies	Directly to state and federal vocational education programs, indirectly to local vocational education programs
Provisions of Legislation:	Prohibits various forms of discrimination in educational policies, programs or practices, including: discrimination in admissions, access to courses, facilities, treatment of students, course completion and graduation requirements, student employment, marital or parental status and employment of education personnel.	Same prohibitions plus support for the development of programs to overcome sex bias, stereotyping and discrimination in vocational education and the authorization for states to use federal funds for this purpose

PROVISIONS OF TITLE IX

Title IX was signed into law as part of the Education Amendments of 1972. The key statement of the legislation reads: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance . . ."

With certain exceptions, the law bars sex discrimination in any academic extracurricular, research, occupational training or other educational program. It covers programs from preschool to postgraduate, operated by any organization or agency that receives or benefits from federal aid. Generally, the regulations for Title IX cover both students and employees.

Every organization receiving federal education aid must:

- Do a self-evaluation and take necessary steps to end discrimination.
- Adopt and publish a grievance procedure.
- Appoint an employee to coordinate Title IX compliance efforts.
- Keep records demonstrating compliance.

In addition, according to Title IX:

- Admission procedures are not to differentiate on the basis of sex. This includes the use of tests and family status that could adversely affect persons of one sex.
- Separate physical facilities that are provided for different groups must be comparable.
- An institution may not require or refuse participation or separate students in any course on the basis of sex, with the exception of some contact sports and for sex education.
- Tests and counseling materials that permit or require different treatment on the basis of sex cannot be used.
- Financial aid, health insurance and other benefits cannot differ for students in any way that would be discriminatory.
- Discrimination on the basis of parental, family or marital status is illegal.
- Textbooks do not need to be replaced or abridged.

Under the law, individuals and groups may submit complaints of discrimination to the Office for Civil Rights.

PROVISIONS OF TITLE II

Title II, Vocational Education, of the 1976 Education Amendments specifically addresses the elimination of sex stereotyping and bias in vocational education programs. As the chart shows, Title IX is directed to sex discrimination, while Title II is directed to sex stereotyping and bias. To effectively eliminate discrimination against any group (a minority, persons of one sex, the elderly), we must understand and deal with the causes of discrimination. Stereotyping and bias that affect any group help to establish and perpetuate discrimination. Title II directs vocational education to deal with the causes, not just the results, of inequities.

OCR GUIDELINES

Federal guidelines from the Office for Civil Rights (OCR), which went into effect on March 21, 1979, are meant to enforce legislation concerning race, han-

dicaps, color, national origin and sex. These guidelines represent a major step in the federal government's effort to assure equal opportunity in vocational education. All institutions, agencies, organizations and individuals receiving federal assistance and offering vocational education are covered. The key features of the guidelines are as follows:

- State agencies that administer vocational education programs must monitor programs and identify and remedy discrimination by any institution.
- Federal, state and local funds must be distributed so that students are not denied an equal opportunity to benefit from vocational education.
- Vocational education service area boundaries may not be drawn to exclude groups of students.
- Vocational education facilities that enroll students who are predominantly of one race, national origin or sex will be required to desegregate if certain conditions exist.
- Criteria for selection of students that tend to exclude persons of a particular race, color, national origin, sex or handicap may be used only if they prove essential for participation in the program.
- Counselors may not steer students into or away from particular programs because of the students' minority status, sex or handicap.
- Work-study, cooperative, apprenticeship and job placement programs in an institution must be free of discrimination. Institutions are also responsible for assuring that employers, unions and other sponsors do not discriminate in hiring, recruiting and placing students. Their hours of work, level of responsibility and pay must not reflect discriminatory practices.

OTHER MANDATES

Vocational educators need to be aware of various other pieces of sex equity legislation directed at agencies that apprentice, certify and employ vocational graduates. Legislation that addresses equal employment opportunities and treatment has major implications for vocational students and vocational education. The following list provides a brief overview of the purpose of several federal laws and regulations concerning discrimination in employment.

Equal Pay Act of 1963—Prohibits discrimination in salaries and most fringe benefits on the basis of sex for all employees of all institutions. (Amended by the Higher Education Act Amendments of 1972.)

Title VII of the 1964 Civil Rights Act—Prohibits discriminatory practices in terms and conditions of employment by employers with 15 or more employees. Employment agencies, labor unions, public and private educational institutions, state and local governments and federal employees are included. (As amended by the Equal Employment Opportunity Act of 1972.)

Women's Educational Equity Act—Establishes a program to improve educational equity for women (Part of the Education Amendments of 1974.)

Executive Order 11246—Prohibits discrimination in employment by institutions or agencies with federal contracts of over $10,000. (As amended by Executive Order 11375.)

Title VII and Title VIII of the Public Health Services Act—Prohibit discrimination in admissions and against some employers in health personnel training programs or contracts that receive financial assistance under the Public Health Services Act. (As amended by the Comprehensive Health Man-

power Act and Nurse Training Act of 1971.)

National Labor Relations Act and Related Laws—Require unions to bargain for the same working conditions (wages, hours, recruitment, seniority and promotion) for women and men.

Regulations of the Bureau of Apprenticeship and Training—Prohibit discrimination in selecting participants and conducting programs.

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